

CTA Journal

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Teacher of the Year

September, 1952

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ARTHUR F. COREY
CTA Executive Secretary

Legislature Submits Bond Issue for School Construction

On June 5, 1952, I submitted a letter to Governor Warren urging that he call a special session of the Legislature to consider the submission of a state bond issue to continue the program of state aid for necessary school buildings in impoverished districts. The State Department of Education, many other organizations, and numerous members of the Legislature also requested this action of the Governor. The Governor responded and pursuant to his call the Legislature assembled in extraordinary session on August 4, 1952.

Representatives of both houses of the Legislature, the Department of Finance, the Legislative Auditor, the State Controller, the Department of Education, the California Congress of Parents and Teachers and the California Teachers Association met at the invitation of Roy Simpson, Superintendent of Public Instruction, to agree upon the legislation to be introduced.

The results of the session are now generally known:

- (a) A state bond issue of \$185,000,000 will be submitted to the people on November 4 in a special election to be held in connection with the general election. This issue will appear on the ballot as Proposition No. 24.
- (b) Qualified applications now before the Allocations Board will be considered before new applications are acted upon.
- (c) The Allocations Board will establish cost controls for the various areas of the state. These controls will be adequate for good sound construction but will prevent extravagance.
- (d) Present footage allowances will be continued with excess allotments for facilities for the physically and mentally handicapped.
- (e) Multi-purpose rooms are not prohibited, but districts desiring multi-purpose rooms will agree to repay the state for a longer period of time than that now required.

Thanks to Legislators

The split which developed between the Senate and Assembly in the March session was faced squarely by the Legislature, and although more time was required than originally thought necessary, a compromise was reached which made possible the passage of the program without a negative vote in either house. Every member of the Legislature deserves thanks for his patience and understanding, but some names must be mentioned for special commendation. Assemblyman Dunn authored the legislation in the Assembly, and Senator Donnelly introduced the control bill in the Senate. The skillful and enthusiastic way in which these men steered the bills through the many hearings and conferences left nothing to be desired. Two of the technical bills needed in connection with the bond issue were introduced by Senator Dilworth who was the originator and chief legislative proponent for our present system of state aid for school buildings. Although he differed with some of the legislation, Senator Dilworth should be congratulated on the graceful way in which he accepted the compromises necessary to bring about the final solution. Assemblymen Kirkwood, Geddes, Lincoln, Moss and Fleury were active and effective, and Senators Hulse, Williams, Earhardt, and Watson were leaders in developing the final compromises through participation in the two conference committees.

This Bond Issue Must Be Approved

The welfare of the children of the state demands that this bond issue be approved by the voters. This approval cannot be taken for granted. The campaign on Proposition No. 24 must be coordinated with that for No. 2. An independent campaign on the bond issue is being organized and financed by interested citizens. This is desirable, but will not relieve the profession from its responsibility to be active in the campaign for both issues. Local campaign committees on Proposition No. 2 must also work on the bond issue. No matter how pressing may be the need for improved teacher salaries and for current operation finances, the teachers of California must not permit children to be deprived of necessary school buildings. Our work is cut out for us. We will not fail.

A.F.C.

Communications

Inaugurating this Letters department in the Journal, we consulted Mr. Corey's files and found a thick folder titled Bouquets. It contained hundreds of letters like the first two below. Our executive secretary is a popular speaker before every kind of group in the state. Members are urged to write us on any subject considered appropriate. — Ed.

COMPLIMENTS

On behalf of the Los Angeles County Council I wish to thank you for your cooperation for appearing on our program. It was excellently received and there were many fine compliments.

WARREN B. HILLMAN, L. A.
County Council Adjutant
The American Legion

DISCUSSIONS HELPFUL

On behalf of the Aymer J. Hamilton Elementary School P.T.A., I wish to express our thanks for your appearance at our panel discussion on school finance. One of the objects of P.T.A. is to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education. We feel that discussions of this type are a step forward in that direction, for unless we keep parents and public informed of problems in education, we cannot progress.

J. C. SCHROEDER, President
Aymer J. Hamilton P.T.A., Chico

POOR TRAINING?

Who is to blame and what can be done about the critical editorials which are appearing in the newspapers? The following recently appeared in my local paper . . . and I know the editor is a friend of the schools.

"The trouble with high school students and graduates with jobs is, according to the Commerce and Industry Association of New York, that their spelling is awful, their handwriting illegible, their arithmetic unreliable, they can't compose a business letter and they expect too much pay and too rapid advancement.

"The report was based on answers to questionnaires filled in by executives of 154 concerns who appraised the aptitudes, attitudes and job preparation of 33,234 employees who had come to them from high schools in the last five years.

"Year after year those complaints are heard. Year after year teachers and school administrators hold institutes, become incensed at the criticisms, declare that there is nothing wrong with modern teaching methods — in short, deny the allegations of the employers — and presumably continue turning out graduates as poorly prepared as those previously complained of by business heads."

As a former school trustee I feel this criticism is invalid . . . but what logical argument can I use in defense of my friends in teaching positions?

E. EUGENE UMLAND, San Francisco

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leaders. Harsook's in the Heart of the Redwoods.

October 11 — CTA Central Section Council; regular meeting. Fresno.

October 11 — CTA Northern Section, Classroom Teachers Department; annual all-day conference. Chico.

October 11 — CTA Southern Section Council; regular meeting. Los Angeles.

October 12-15 — California School Supervisors Association; annual state convention. Long Beach.

October 17-18 — California Association of Secondary School Administrators; state representative council. Sacramento.

October 18 — CTA Central Section Council; regular meeting. Fresno.

Calendar of Events

September 17 — Citizenship Day; commemorates signing of the Constitution in 1787.

September 19-21 — CTA Northern Section; annual training conference for leaders. Manzanita Lake, Lassen National Park.

September 26-28 — CTA Southern Section; annual training conference for leaders. Camp Seeley, San Bernardino Mountains.

September 27 — CTA Bay Section Council; regular meeting. Laney Trade School, 240 East 10th Street, Oakland.

October 3-5 — CTA Central Coast Section; annual training conference for leaders. Asilomar.

October 4 — CTA Board of Directors; regular meeting. Forest Hill Hotel, Pacific Grove.

October 5-8 — California School Trustees Association; annual convention. Municipal Auditorium, Long Beach.

October 8-10 — California Association of School Administrators; annual convention. Municipal Auditorium, Long Beach.

October 10 — CTA Northern Section, Classroom Teachers Department; regular meeting. Chico.

October 10-12 — CTA North Coast Section; annual training conference for



CTA *Journal*

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WELCOME BACK TO SCHOOL!

If you get that "pushed-around" feeling, be inspired by the story of the young California girl named Teacher of the Year. . . . Next month our cover story will again be about a teacher, a vocational teacher, C. A. Bach, photography instructor at John C. Fremont high school in Los Angeles. . . . With important school issues on the November ballot, of course we are concerned with political effort in the next two months. . . . You will see more on this subject in our October edition. . . . We are trying to expand our news coverage without making a newspaper out of the Journal. . . . Please read this edition critically and write us your opinions and suggestions. . . . (Ed.)

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Circulation of this edition 61,000

J. WILSON MCKENNEY, Editor; Director of Publications and Press Relations
LUCILE R. BYSOM, Associate Editor and Advertising Manager

Official publication of the California Teachers Association, September 1952, Volume 48, Number 6; published monthly except June, July and August, by the California Teachers Association, 693 Sutter Street, San Francisco 2. Active membership dues are \$12 per year including the Journal; other subscriptions, \$2 per year; single copy 25 cents. Entered at San Francisco post office January 23, 1906, as second class matter under the Act of Congress of March 3, 1879. Advertising rates on request; represented nationally by State Teachers Magazines, Inc., 307 North Michigan Avenue, Chicago 1. Editorial and business communications should be addressed to CTA Journal, 693 Sutter Street, San Francisco 2. Opinions of writers are not necessarily those of the California Teachers Association. Unsolicited manuscripts should be accompanied by return postage. Notification of change of address should be received by Journal circulation department at least three weeks before issue date.



Now there are two booklets
on menstruation--
to serve all age groups



Famous! "Very Personally Yours" for older girls

New! "You're A Young Lady Now" for girls 9 to 12

"Very Personally Yours" has become an accepted help on menstruation for girls in junior and senior high schools. Millions have read it. It has been widely praised everywhere by educators, nurses, parent and church groups for its scientific accuracy, good taste, clarity.

Now the same authorities who produced "Very Personally Yours" offer "You're A Young Lady Now" especially written for girls 9 to 12. It gives the young

girl a correct point of view, eliminates the shock of the unknown, and prepares her to care for herself. It is written at her language level and discusses only subjects of interest to her.

These booklets are best used as a part of the integrated program of menstrual education (see below) which includes the famous film, "The Story of Menstruation" by Walt Disney Productions.

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Please send me free (except for postage) your 16 mm. sound film, "The Story of Menstruation."

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Also send the following:

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Organization-----

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City-----

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More than ten million students have learned from this complete, integrated menstruation program

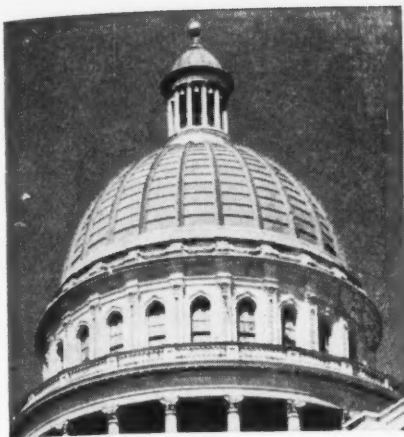
Most major school systems take advantage each year of this complete program on menstruation. You'll find the film, booklets, charts, and guides well integrated to give your students a sound knowledge of this important subject. Not only teachers, but thousands of nurses, parents, and students request that it be a regular part of the school curriculum. The entire program, or any part of it, is available without charge on request... with the compliments of Kotex.* Just fill out and mail the coupon at left.



10-Minute All-Color Film . . . "The Story of Menstruation," produced by Walt Disney Productions, is acclaimed across the nation by educators, health authorities, parent and church groups. Here the once "taboo" subject is approached in a calm, straightforward manner. Complete with sound. 16 mm., full color. Free, except for postage, on short-term loan.



Teaching Guide and Menstrual Chart. Hundreds of teachers aided in developing the Guide. It is flexible, can be adapted to any teaching condition. The large color chart on menstrual physiology is designed for supplementary classroom lectures. Menstruation is detailed in easy-to-follow diagrams.



It's a Good Policy

Like insurance, your membership in CTA can pay off in many ways. Here is a brief reminder that the annual effort for renewed signup begins this month.

What happens under this dome in Sacramento can be very important to every teacher in California. The cause of better education, the needs of every teacher are properly represented there by effective staff work of the California Teachers Association . . . just one of the valuable assets of CTA membership. YOUR voice is heard in Sacramento.

Although legislative representation is a primary responsibility of your state-wide professional association, it is only one of the services rendered by your CTA. Field Service, Research, Legal Counsel, Automobile and Liability Insurance, Ethics work, Blue Cross plan, Local and Section activity, your Journal and other publications . . . all are made possible when you pay your nominal dues to CTA.

FEW enlightened citizens today regard life insurance as a foolhardy expense; most consider family security an essential investment. A long-unused fire extinguisher may be a subject of jest — until a blaze breaks out. Yet salesmen of life insurance and fire extinguishers must use all manner of persuasion in order to sell.

Many teachers think it is unnecessary to "sell" membership in their professional association. More realistic leaders of local teacher units realize that the values of CTA membership must be mentioned early, repeated often, and emphasized annually. As schools reopen in September the season of emphasis returns.

Continues to Grow

Although the price of holding a CTA card doubled in 1952, there was no appreciable reduction in total membership. This significant fact is the best evidence that 60,000 teachers of California believe their participation in CTA is a true value at any price. They continued to invest, assured that CTA services were indispensable to their professional welfare.

That price tag — marked at slightly over three cents a day — bought a lot of service in 1952. It will remain unchanged in 1953 but the expanded services to which it is tied will be mature and productive.

The bargain purchase brings to each teacher many values he would be unable to obtain without united action. He is able to multiply himself, give voice to his hopes, effectiveness to his actions, direction to his progress, and significance to his social contribution. Every active CTA member — those who have read the publications, attended the conferences, received help from a field service representative, or engaged in committee activity — need not be sold on membership renewal. But for those who are new to the profession of teaching or who are only vaguely familiar with the program, let us here assume the role of a life insurance salesman.

The greatest and most dramatic asset the average teacher-member sees in California Teachers Association is its Field Service. Seven men, experienced in classroom problems and school administration, skilled in arbitration and conference techniques, and competent to deal effectively with public and professional relations, are able and willing to serve.

Service to Teachers

These seven men, in addition to the executive secretary and two specialists, move constantly up and down the state. If a local school bond drive comes up, they offer advice growing out of successful experience. If a district salary schedule is being discussed, they bring in research studies which aid an upgrading program. If injustice or professional malpractice is charged, they obtain testimony for ethics commission investigations. If a group of teachers want to form a local chartered association, they show them how. If a superintendent has a tough public relations problem, they have something in the traveling bag to provide a satisfactory answer.

A field service representative must be able to deal equally well with people, problems, and politics. He speaks to groups large and small but some of his most important work is accomplished by individual conference. He meets a variety of problems: human, professional, legislative, or statistical. He studies the social impact of public education and helps both taxpayer and teacher to meet the needs of students.

Under the leadership of Arthur Corey, California Teachers Association has grown more rapidly than the state's inflating population. Although CTA is the largest state teacher association, every member has an opportunity to meet or hear a staff representative sometime during the year. The program thus becomes less remote, more human and personal. The responsibility of carrying the program to the member is largely in the hands of Field Service. Recognition of California's leadership

in this area of service was seen in Mr. Corey's speech this summer before the conference of Educational Communications Service in Michigan. He amazed 45 editors of state teacher magazines with his description of Field Service growth and activity in this state.

They Watch Laws

Of primary importance to every teacher are the laws and statutes which govern his preparation, professional responsibilities, and compensation. The executive secretary and the director of Field Service, guided by the legislative committee and the board of directors, work with legislators in Sacramento in the interests of public education. These men, respected for honesty and intelligence, have established for the "teacher's lobby" a reputation for unequalled legislative success.

Repeated victory on important bills is not occult; it stems from the knowledge that CTA, 60,000 teachers strong, has an influential voice back home. The vigor of that strength at the grass roots was symbolized last May when teachers



A proud achievement of the Oxnard Elementary Schools has been the development of a sound set of principles for the administration of personnel. Our Joint Committees of teachers, administrators and board members worked diligently to develop agreement on this project, but we credit the California Teachers Association with the original inspiration and follow-up guidance which helped so much in making our local effort a success.

We believe this project has been unique in the annals of the Oxnard Elementary Schools. It was developed as a three-way process as the CTA Field Service representative had recommended. We found that this type of organization produced even better relationships than the good ones we normally enjoy.

Our teachers club is extremely proud of the achievements which we have gained in this venture. We would like to let other districts know the results of our efforts, because there is a good deal of useful research, discussion and thought in it.

—WILLIAM R. ALVES, President, Oxnard Elementary Teachers Club.



My experience with California Teachers Association dates from a short four years ago when I first entered California. In that time I have observed and experienced services and activities of the Association that I can classify only as amazing to an outlander. I saw Field Service in action, solving a particularly difficult personnel situation. The work was expert and quiet. Salary counsel and research materials followed to assist our new salary committee to a most satisfactory achievement.

My own career was smoothed by Southern Section Placement Service when I left my first position to seek another. This year our school called for assistance in initiating a tax increase election and was pleased with the speaker who came from CTA headquarters to help in a community meeting.

We are confidently expecting that our struggling district, which has very low assessed valuation per pupil, will be rescued by successful election results next November 4. Again I am amazed by the might of my professional organization. I am grateful, believe me.—DEAN E. GRASS, District Superintendent, Topanga Elementary School District.

volunteered to circulate initiative petitions and in five days produced an unprecedented million signatures! Dignified, objective, and in the public interest, the CTA legislative representation dominates consideration of educational measures and safeguards the interests of all teachers.

In addition to Field Service, the state CTA staff includes Research, Administrative Services, Placement, Publications and Press Relations.

Research finds the facts. Its bulletins and journals reflect a scientific approach to the multiple problems of education. With its help, the CTA member can say "Here are the unchallenged facts. Now let's find a solution." Without the support of research specialists, CTA's policy direction would lack evidence and conviction. The researcher's work is an important bulwark of the teachers' strength.

Headquarters Busy

State CTA office in San Francisco is

a busy place. Conferences and board meetings draw educational leaders to well-appointed rooms. A steady stream of applicants and administrators call at the Placement division. Members of CSTA and other affiliates conduct business in three floors of offices. Membership and duplicating departments operate numerous modern machines to speed their work.

A new department, Publications and Press Relations, takes on the responsibility for planning and writing the CTA Journal as well as folders, booklets, and other aids for members. Here, through the printed word, staffers draw the member and his association closer together, interpret the CTA through the public press.

All this activity and more is bought with membership dues. But look, there is more in the package! Part of those dues remain in the members' section organization, where many comparable services are offered on a local level. And another part pays the travel expenses of elected conference delegates and member committees who conduct exhaustive studies for membership welfare.



Going back a few years, most teachers mentally faced the financial problems of education in terms of definite limits. Wasn't there just so much money, both local and state, from which we could hope to educate the youth of California?

The CTA has done much to change our thinking. The concept that we had the responsibility of maintaining a high standard of education and that we should take the financial problems directly to the people to be freely discussed has developed slowly.

Further, every teacher who has in any way contacted the workings of CTA has grown in stature. He has confidence in himself, his job, and the great cause of public education. To pass up an opportunity to serve on a CTA committee is to miss a big chance to meet a lot of fine people and to learn plenty.—W. J. WORTHINGTON, Member of Southern Section Council, Inglewood High School.

It's A Good Policy to Join All Three: Local, CTA, and NEA



CTA members will be receiving this month membership folders written on the theme that headlines tell the story of CTA. And that's the truth . . . not just a campaign slogan. Advances made by public education, as reflected in the newspaper headlines every day, are milestones in the progress of CTA.

CTA Sections will again administer the fall membership drive. State Council members and representatives of local associations will cooperate with Section officers to complete the roll-call by the end of November. During the campaign members will be urged to consider dues on a united basis: local, CTA, and NEA. There are obvious advantages of professional participation on all three levels.



A Teacher Writes A Letter to A Friend

Dear Jack:

A staff man you know was talking to a group of CTA members the other day and he used a metaphor which stuck in my mind. He said "Teaching is a great game and you are on a great team." Your recent letter describing your indifference to participation in association activities caused me to recall this remark. Though endangering the validity of a good metaphor, I should like to give you my impressions about the game and the team.

History and contemporary opinion leave no doubt about the conclusion that teaching ranks among the most important professions. The most exciting game in California today is being played in the classrooms; society's welfare is so dependent on the result that we should regard it as a solemn responsibility and not a game.

You learned in your preparation for a teaching credential that a teacher cannot work effectively as a solitary individual. In pursuit of knowledge, he must constantly keep his mind open to a changing world. And because society has a primary stake in education, it is part of the teacher's responsibility to understand good public relations. What I'm trying to say is the teacher cannot operate alone; he must adapt himself to team-work.

California Teachers Association is a great team. It's great because it works together and it keeps an eye on the goal. Each member contributes his share of the total strength, but he also shares in the fruits of victory. You know a team that suffers repeated defeat soon disintegrates in despair. Not so with

CTA; it gains strength with each new touchdown and as it grows stronger it is better able to meet its opponents.

You are on the team, but you're not getting in the plays. You have been warming the bench too long. And I suspect that you haven't taken a good



look at the scoreboard for some time. If you knew the score, you would be inspired; you would find your proper place on the team and you would make the victory a cherished personal asset.

Even when the team was small and untrained, it chalked up an important place in the state's major league. It pushed over the first constitutional amendments which provided state support for elementary and secondary schools. Its coaches were sought for advice on planning school finance, for identifying educational weaknesses and providing strength where needed.

There have been some great seasons.

The fans, who lay the money at the boxoffice, have never failed to cheer the team on to new effort. Way back in 1920 they okeyed a mandatory provision for minimum state aid on an A.D.A. basis and it has repeatedly increased that minimum. It provided the rules to give our team an edge on ground-gaining.

There is no point in reviewing the spectacular touchdowns which have marked the team's growth, but it's an exciting record. A lot of the record wasn't built by legislative end runs or Field Service forward passes. It developed from digging in against vicious mauling on the line, expert quarterbacking, and sound ball handling.

You can mark it to the credit of the team that it always plays for the kids in the crowd. Those youngsters all through the years have depended on our team and the boys on the field never forgot that. Now some of those kids are paying full price at the boxoffice and there's not a groan among them because they like what they see on the gridiron. Once in a while you hear of a sour customer who wants his admission back. Usually he will boost with the rest of the rooters when he understands the play and sees what a kick his kid is getting out of the game.

My metaphor is about played out — but the team is stronger than ever. I think you get the point. I'll expect to see you in there hitting the ball with your local association and of course you will renew your valuable membership in CTA.

Here's to a great team!

Your friend, Jim.

PETITION PAYOFF

Four million voters must get the facts on shrinking of the school dollar. Before November 4 we must assure ourselves of an overwhelming YES vote on Proposition 2.

PACED by an all-time record for initiative signatures obtained by volunteer workers, CTA's Proposition 2 on the November general election ballot grew during the summer from a topic for discussion among educators to a major issue before the voters of California.

Mary Jones, teacher in a one-room school far back in the Sierras, helped to make it grow. When she learned about the immediate problems of public school financing, she eagerly offered to help in the May drive for signatures. After the day's classes for a week she

drove the dusty roads in her mountainous area, stopping at trim white cottages and weather-beaten miner's shacks. When her week's effort ended, her petitions carried the names of 93 per cent of all the registered voters in her school district.

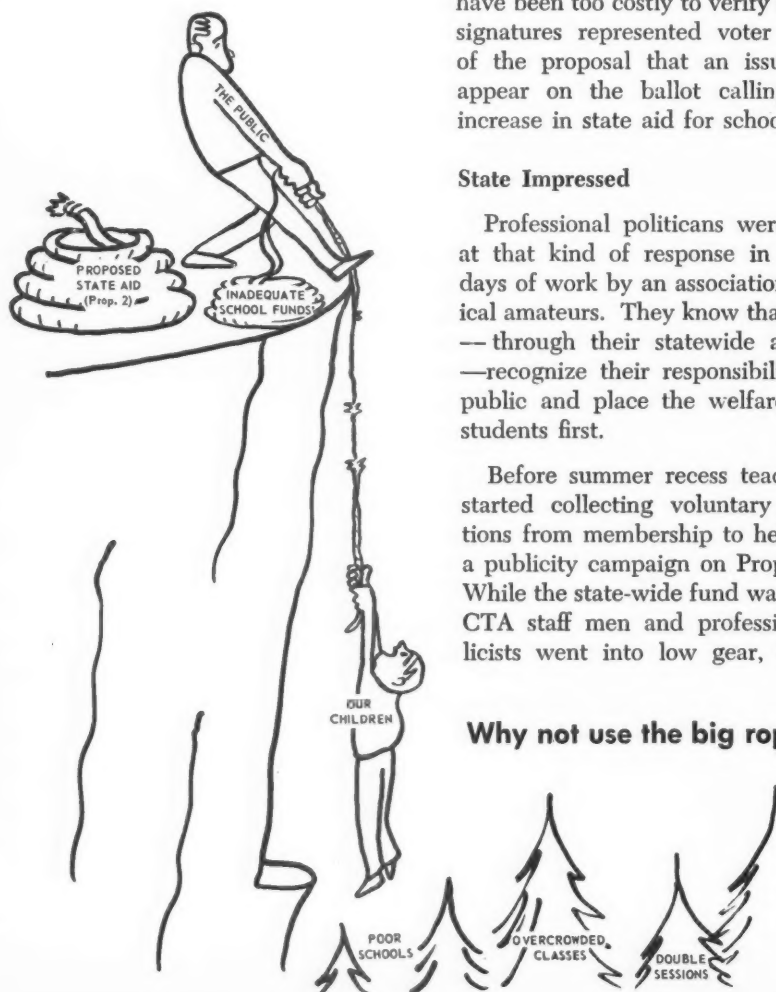
When you multiply Mary Jones by 60,000 you get an amazing demonstration of human energy with a purpose. For when county superintendents reported to California Teacher Association offices in mid-May, the total added up — not to the required 303,000 signatures — but something over 883,000! There were so many, in fact — estimated at a million — that it would have been too costly to verify all. These signatures represented voter approval of the proposal that an issue should appear on the ballot calling for an increase in state aid for schools.

State Impressed

Professional politicians were amazed at that kind of response in only five days of work by an association of political amateurs. They know that teachers — through their statewide association — recognize their responsibility to the public and place the welfare of their students first.

Before summer recess teacher clubs started collecting voluntary contributions from membership to help finance a publicity campaign on Proposition 2. While the state-wide fund was swelling, CTA staff men and professional publicists went into low gear, talking to

Why not use the big rope, Dad?



chamber of commerce groups, editors, and men of influence. They laid the groundwork of an intensive campaign under the supervision of a state steering committee of distinguished educators.

During the summer months scores of newspaper editors, when they had the facts, endorsed a favorable attitude toward Proposition 2. Only in a few isolated instances were editorials openly hostile. In many cases, country editors said "Sure, I want the facts. But you don't have to sell me on the schools. If this is the best way to give the kids a break, I'm for it. Count on me to help in any way I can."

Proposition 2 calls for an amendment to the state constitution increasing appropriation to the State School Fund from the present \$120 per a.d.a. to \$180. It would also increase basic aid from \$90 to \$120.

Teachers have seen voters of their school districts willingly assume heavier tax burdens in order to maintain good local schools. They have seen that load grow weightier as the state's share of the total cost became smaller in proportion. They did not deny that local school board approval of upgraded teachers' salaries represented a large part of increasing school costs. But they could point to the relative inadequacy of their fixed incomes caught in the intolerable vise of inflation.

Voters Must Know

CTA leaders are working on the assumption that the voter will place his X in the Yes column only if he knows and understands the facts.

Every county in the state will have its campaign committee. There will be work for teachers to do. Literature must be distributed, questions must be answered, doorbells must be punched. Informative, convincing talks must be made before service clubs and civic groups. When and how this work must be done will be outlined in most areas by county and district committees.

Mary Jones and thousands like her handled a big job willingly and skilfully last May. The need for extra effort in public relations will fall heavily upon us in the next 60 days — and teachers will again give a good accounting of themselves.

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Conduct of the campaign on Proposition 2 is outlined by a state-wide steering committee, shown above in one of its monthly meetings at CTA headquarters in San Francisco. Chairman of the committee is CTA President Rex Turner, center rear. To his left is Clem Whitaker Jr., who handles advertising and publicity. In right foreground is Arthur Corey and beside him is Dr. Lionel DeSilva. Other prominent educational leaders may be found in the picture; six members were absent at this July meeting.

Why Proposition 2 is Important

PURPOSE. The purpose of Proposition 2 is two-fold: one, to give realistic recognition to the effect of inflation on the school dollar during the years since 1946, when present Constitutional guarantees were established; and two, to correct the serious inequality that has taken place in the relationship between State and local financing of the schools as a result of that inflation.

THE NEED. Increased school operating costs are a reality, just as increased business and household costs are a reality of the past six years. The figures used in Proposition 2 are based on an estimated cost-of-living increase of one-third since 1946.

TEACHERS' SALARIES. The salaries of teachers, as well as salaries of custodians and bus drivers, school supplies and maintenance costs, have increased, although not as rapidly as wages in most fields. In 1939-40, the median annual salary of California teachers was \$2200; to give the same purchasing power in 1951-52 that figure would have to be adjusted to \$4136. Actually, however, the median annual salary of California teachers today is \$3990. Teachers' salaries obviously were inadequate in 1939 and are today, and that is the principal reason why sufficient teachers are not being attracted to the profession.

According to the State Department of Education, California will have, at the present rate of training in California teacher colleges, a shortage of 22,500 elementary teachers within four years. For the first time since the War, commercial placement bureaus this year are

advertising in other States to attract out-of-state teachers to California.

COMPARISONS WITH OTHER STATES. The present median salary of California is said to be 40 per cent higher than for the entire country. In this connection, it must be remembered that virtually all wages and living costs, not just educational costs, are higher in California than elsewhere. For a good many years, only the fact that we have been able to attract teachers from other States has kept California schools adequately staffed.

In some States, of course, teachers' salaries and school costs in general are far less than in California because far less reliance is placed on the importance of education. It is obvious that the citizens of California want good results from their schools. And although there is room certainly for improvement—the school system presently has had to hire some 8,000 provisional teachers who are not fully qualified—it can be a source of pride that graduates of California schools are reported to rate higher in Army I.Q. tests than inductees from any other State.

HOW THE NEED NOW IS BEING MET. Although the State Legislature has made piecemeal increases in the amount of State school support since 1946, the greatest portion of the increased cost of school operations has been borne by homeowners and local taxpayers. Seventy-two per cent of elementary districts and 92 per cent of high school districts in the State have reached or exceeded their statutory tax limits. In the past two years, more than 500 districts have asked homeowners to

vote to raise their taxes so that school budgets could be met, and in the overwhelming majority of cases, the requests have been granted. Some districts even have had to ask for a second increase.

In Los Angeles County, 79 districts, including Los Angeles City, have voted to exceed their statutory tax limits. In dollars, this excess tax totals \$23,410,000.

Without the solution to the school support problem afforded by Proposition 2, there is no question that local property taxes would of necessity have to continue their current upward march.

STATE AND LOCAL SCHOOL SUPPORT RATIO. The overdependence of the schools on local property taxpayers has reached the point today where the major portion of school costs are being met locally, although, as we all know, a chief purpose of the Riley-Stewart tax reform was to lessen the burden on property owners by broadening the tax base through adoption of the State sales tax.

In the mid-30's, following adoption of the Riley-Stewart plan, the State's share of the combined total of State and local school support amounted to about 55 per cent; local taxpayers paid 45 per cent. Today the reverse is true; local taxpayers are meeting nearly 60 per cent on a Statewide average.

Proposition 2 will re-establish the former less burdensome State-local ratio. It is an extension of the basic Riley-Stewart plan.

CONSTITUTIONAL GUARANTEE. There is nothing experimental about Proposition 2. It does not establish the principle of a State constitutional guarantee for school support; that was done 50 years ago in 1902. The present constitutional figures were set in 1946; Proposition 2 adjusts them to present-day realistic levels. Traditionally in California, major adjustments in school finance have been adopted by the people through initiative petition rather than through the Legislature, and many legislators have indicated their preference for that procedure where large sums of public funds are involved.

If school financing was solely the responsibility of the State, obviously a definite Constitutional guarantee would be financially impractical. But inasmuch as school financing is a joint State and local responsibility, there is every reason why the amount of State support should be written into the Constitution. Should depression strike, and property

(Continued on page 31)

Between September 19 and November 9 the six sections of CTA will hold their fall leadership work conferences. This is a typical scene at one of the informal camp discussion groups.



WORKSHOPS FOR CTA LEADERS

NEARLY 1500 local teacher association leaders are expected at the six fall leadership training conferences being planned by each of the CTA Sections.

The Northern Section will lead off with its meetings at Manzanita Lake in Lassen National Park, September 19-21, and the Central Section conference at Asilomar November 7-9 will close the series.

Ten or more CTA staff members will be present as consultants or leaders in many of the work sessions. Field Service staff will be prominent in study of problems in public relations and personnel procedures, as well as legislation and membership.

Central Section has adopted the theme "And Proudly We Teach." A complete program has been distributed to the entire CTA membership of this Section.

Central Coast Section has arranged a program fitting every field of special interest. An innovation of this Section

is reservation of the Wharf Theatre for a Saturday night performance in lieu of the usual social meeting at that time.

For one Section—the Central Coast—this will be a "first annual" event. Heretofore Central Coast Section leaders have joined with the Bay Section but growth of local clubs in the area during the past two years led officers to establish their own conference for 1952.

Helps for local officers in planning programs of action and meeting professional and organizational problems will be the major aim at each of the week-end sessions. Complete programs and outline of discussion topics have not been published by all Sections, but dates have been set and leaders assigned.

In each conference the Saturday meetings will include special sections on a wide variety of subjects from which the participants may select. Each conference starts Friday evening and concludes Sunday.

Earthquake Fails to Destroy Field Act Schoolhouses

With almost 300 classrooms demolished or damaged and loss to school districts of Kern county estimated between eight and nine million dollars, the July 21 earthquake in the Tehachapi area was a primary subject of discussion at the special session of the Legislature.

Economy-minded persons who argue against the Field Act of 1933 were silenced when damage was surveyed. The Field Act has been the target of frequent efforts to modify construction standards in favor of cheaper methods.

Architects who made a check of the devastated area reported that many ancient unprotected buildings were damaged but modern Field Act schools escaped without a crack or broken window. The California Council of Architects estimated that properly designed buildings cost two to five per cent more than unprotected buildings.

SCHEDULE OF TRAINING CONFERENCES

Northern —	September 19-21	Manzanita Lodge
Southern —	September 26-28	Camp Seeley
Central Coast —	October 3-5	Asilomar
North Coast —	October 10-12	Hartsook's
Bay —	October 24-26	Asilomar
Central —	November 7-9	Asilomar

EDUCATOR DEWEY DIES

Philosopher-educator John Dewey, 92, died in New York last June 1. No other man had as much influence on educational thinking of his time. "Learn by doing," said to be his basic belief, was subject of wide study by teachers and led to the so-called "progressive" method.



AMERICAN WAY OF LIFE IS FREEDOMS FOUNDATION THEME FOR AWARDS

Two hundred and fifty school awards including 200 all-expense, three-day historic pilgrimages to the site of George Washington's winter encampment at Valley Forge, Independence Hall and other historic shrines in Philadelphia and to Washington's home at Mount Vernon are offered by Freedoms Foundation in the 1952 School Awards Program. The awards will also include 150 comprehensive Freedom Libraries and 250 George Washington Honor Medals. These awards will be presented to those schools which, in the opinion of the Freedoms Foundation Awards Jury, are doing an outstanding job of teaching the fundamentals of the American Way of Life.

The 1952 School Awards Program of Freedoms Foundation is open to every public, parochial and private school in the United States. Nominations are being accepted until November 11.

The schools of California have been well represented during the past two years. Ten schools and two school districts have been among the Freedoms Foundation school awards recipients. Four California schools have twice been honored by the Foundation—Alexander Hamilton High School of Los Angeles; Colton Union High School of Colton; Willowbrook High School and Junior High School of Compton and the Sunol Elementary School of San Jose. 1950 winners included the Russell School District of Hayward; the San Francisco Elementary Schools; the Vista Unified School District; Cottonwood Union Elementary School; Grossmont Union High School and Lynwood High School. In the 1951 program the Central Elementary Public School of Menlo Park and the Orange Union High School joined the repeaters previously mentioned in receiving this signal honor.

Teachers in action

Professional and Personal Liability Insurance Now Available to CTA Members at Greatly Reduced Costs

By DR. FRANK W. PARR

AS recently as June 24 of this year a claim for \$20,000 damages was filed in San Francisco on behalf of a junior high school boy who said he was assaulted by a teacher. The claim asserted that the boy suffered "extreme injuries to his head, neck and body, extreme shock, contusions and abrasions" and is under a doctor's care. The attorney for the defendant said that the teacher had intervened in a fight between the pupil and another boy in the school yard. The teacher pulled them apart and, grabbing each by the back of the neck, marched them away, according to the attorney, who added that an investigation indicated the teacher "had only been doing his job." The teacher said he had not struck the youngster.

While we have not yet learned the outcome of the above suit, it illustrates how easily teachers may be penalized for merely performing their routine duties. Court awards have been as high as \$50,000. Thus one stroke of a judge's gavel may take away your lifetime savings—both past and future—if a pupil is hurt or killed while in your custody.

Teachers and school officials, by the very nature of their public service, are called upon to exercise more than ordinary care in the discharge of their duties. This requirement has been recognized by the courts in a number of suits for damages (alleged or real) caused by acts or omissions of teachers. Because they deal almost exclusively with minors, teachers have far greater professional liability exposure than employees in other lines of endeavor.

As another service to its members, therefore, the California Teachers Association has arranged a new professional liability insurance coverage to protect you against these hazards and the possibility of resultant financial ruin. There have been several serious cases in California during recent years which demonstrate the need for this protection.

New Coverage Includes 24-Hour Personal Liability Protection

The new professional liability coverage not only includes suits arising out of malpractice and corporal punishment, but also the standard comprehensive personal liability insurance

which protects you if a guest in your home (owned or rented) slips and is injured . . . if a neighbor is run down by one of your children on a coaster or bicycle . . . if you drop a ball on the foot of a fellow bowler . . . if a part-time servant not subject to workmen's compensation insurance is blinded by a heater explosion or breaks an arm as a result of falling off a ladder on your premises . . . or if you are adjudged legally liable for any of the countless mishaps that may occur in or around your home or as a consequence of the personal activities of yourself or others of your household at home or anywhere else. Combined with your professional liability coverage, this insurance gives you 24-hour, round-the-clock protection against legal liability for almost every conceivable bodily injury and property damage.

Professional and personal coverages are combined into a single unit. For example, if the incident in the first paragraph above had occurred after school hours, liability might be denied by insurers under either or both separate coverages, whereas the question does not arise under the new complete form of protection.

Another excellent feature is a provision for \$250 medical payments, regardless of liability. Thus, if someone trips over your garden hose and sprains an ankle, doctor bills and hospital charges up to \$250 will be paid whether or not you were at fault. This benefit, however, does not extend to your professional activities.

Written as Endorsement to CTA Plan Car Policy

For economy, the new coverage is written only as an endorsement to automobile insurance policies issued under the statewide plan arranged by CTA. This method saves printing and clerical expense, and makes it possible to cut standard rates on the professional part of the new coverage by more than 50 per cent! In addition, year-end savings will be paid on both portions of the new coverage at an estimated 25 per cent of premiums.

The new coverage is underwritten by California Casualty Indemnity Ex-

(Continued on page 14)

HOWLETT ASSUMES HIS DUTIES IN NORTHERN SECTION AS FIELD MAN

Erwin M. Howlett became the seventh field man on the Field Service staff of California Teachers Association on August 1 when he established his



home in Chico. He will serve the Northern and North Coast sections.

Bob Rees, who had served Northern local associations from headquarters in Fresno, will be relieved to concentrate his work in Central Section.

Receiving his BA and MA degrees from USC, Mr. Howlett had been teaching at Herbert Hoover High School in Glendale for the past 16 years.

Association work included former chairmanship of the Southern Section salary committee and more recently chairmanship of the Southern Section Ethics commission. He was state co-chairman of the joint committee on personnel procedures. Mr. Howlett is a life member of NEA and a veteran worker in CTA activities.

With his wife and two sons, ages 8 and 12 years, the new field representative has made his home at 642 West Third Street in Chico.

CALIFORNIANS GREET NEW NEA PRESIDENT — Shown at the National Education Association convention in Detroit are, left to right, Ole Lilleland of Pasadena and Myrtle Gustafson of Oakland, both NEA directors for California; Mrs. Sarah C. Caldwell of Akron, Ohio, newly-elected president of NEA; and Dr. Rex H. Turner of Oakland, president of CTA.

Teachers in action

CLOUD'S EDUCATION IN CALIFORNIA DUE FOR PUBLICATION ON OCT. 20

Roy W. Cloud's *Education in California* will be published October 20, according to late information from Stanford University Press.

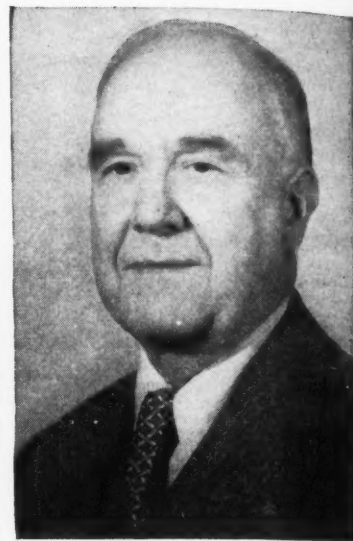
The man who guided the California Teachers Association for twenty years as its executive secretary and legislative representative has written a history of education in this state which will become an authoritative reference work. Retired from CTA in 1947, Mr. Cloud began writing his lucid book at once and completed the work last winter.

Originally scheduled for publication in June, advance orders were held awaiting manufacture of the book. By agreement between Stanford Press and CTA, co-publishers, pre-publication orders may be accepted at five dollars (\$5.00) each, plus three per cent state sales tax. But on and after October 20, the price will be six dollars (\$6.00).

To the dozens of California teachers who have written to inquire about their advance orders (and their five dollars), CTA offers apologies for unavoidable delay in publication of the Cloud book. Additional advance orders will be accepted for the next 50 days at the lower rate and orders may be sent to the San Francisco office of CTA.

TEACHER-CARTOONIST CONTRIBUTES

Les Landin, fifth grade teacher at Saratoga, likes cartooning for a hobby. The sketches on pages 8 and 40 of this edition are the first Landin bits published. Humorous or ironic incidents he has observed in his profession will be passed along to Journal readers from time to time.



ROY W. CLOUD

Executive Secretary of the California Teachers Association from 1927 to 1947, died at Palo Alto Hospital August 21. Suffering a heart attack on the 18th, he had been ill only a short time. In three more days he would have been 74 years of age. Born in San Mateo county, he was a resident of Redwood City.

Respected as an educational leader, Roy Cloud was beloved by thousands who knew him in a career devoted to the improvement of the teaching profession and the welfare of California's boys and girls.



Teachers in action

BUNDLE DAY WILL BE STATE-WIDE PROJECT

The Save the Children Federation will engage in a Statewide clothing collection, or "School Bundle Week" effort, the first week in December, with a goal of at least a million and a quarter garments—over twice that of any previous annual collection.

Although several program projects of the Federation are of special interest to the schools, the securing of the clothing necessary to meet the mounting needs of the Federation's program in this country, in seven countries in Europe and two in Asia, becomes a major school project.

Throughout the country, school teachers and administrators have given support to the Federation, not only because of their desire to help needy children, but because of their realization of the moral and educational values for their own well-clothed children in sharing with the less fortunate.

Dr. H. Fred Heisner, High School District Superintendent in Inglewood, California, is State Chairman of the Federation's School Relations Committee, and J. Wilson McKenney and Dr. Lionel DeSilva are State Vice-Chairmen for the Federation's School Relations Committee.

Bundle Day will be sponsored by the California Congress of Parents and Teachers. Los Angeles county will encourage collections during the month of November, San Francisco will make up bundles November 19-20; all other parts of the state will observe the first week in December for this important work.

MONTEBELLO CITES CODE IN NOVEL GROUP PROJECT

The CTA Code of Ethics, formally adopted by Montebello Teachers Association, was printed on the cover of a memo pad recently distributed to MTA members. Betty de Wolfe, chairman of professional relations committee, reports that a second cover containing an application of principles is the result of exhaustive study and discussion by 540 teacher members. Specific recommendations are included to help the teacher to meet responsibility to pupil, parent, public, and profession.



THE Kalamazoo Conference of the National Commission on Teacher Education and Professional Standards recommended to the National Education Association the adoption of a plan for reconstructing the accrediting agencies for teacher-training institutions. The NEA subsequently adopted the plan at Detroit.

Major subjects discussed at the Conference were: Identifying and Interpreting the Distinctive Characteristics of Teacher Education; Increasing the Prestige of the Teaching Profession; Defining and Resolving Current Issues in the Education of Teachers; Developing Competency in the Education of Teachers to Deal with Major Issues, Problems and Conflicts of Our Times; and Developing Accreditation as a Contributing Factor in the Continuing Improvement of Teacher Education. Each state named delegates to the Conference.

Californians who attended included:

back row, left to right: Lionel de Silva, Executive Secretary, Southern Section, CTA; Dr. Raymond M. Moshier, Dean of Educational Services, San Jose State College; Dr. Glenn Barnett, Associate Professor of Education, University of California; Mary A. Ball, Assistant State Executive Secretary, CTA; Mrs. Alma McAuliff, President, Central Section Classroom Department; J. Stanley Brode, Member, CTA State Board of Directors and Immediate Past President, Southern Section, CTA; Mrs. Dorothy D. Beaumont, Vice Principal, Stevenson Jr. High School, Los Angeles; Mr. Beaumont, Los Angeles; Dr. Lucien Kinney, Professor of Education, Stanford University. Front row, left to right: Elsie B. Jones, Teacher, Whittier; Myrtle Gustafson, Chairman, CTA State Committee on Teacher Education and Professional Standards; Ruby Cruickshank, Teacher, Los Angeles; Doris Schenck, Teacher, Santa Ana; Mrs. Stanley Brode, Santa Monica.

Take First Action for Educational TV

When the Federal Communications Commission announced on April 14 that it had assigned 242 communities television channels for non-commercial educational use, there was wide speculation in California how educators could nurture the new baby.

Two California applications were filed in July and plans were launched to finance capital outlay and operation of television stations.

The Bay Area Television Association, with Dr. Vaughn D. Seidel, Alameda County superintendent of schools, as president, has requested VHF Channel 9 for the San Francisco-Oakland area. All educational institutions in the area may use the station; policy will be determined by those who share in the financial obligations of the association. Capital outlay is estimated at \$100,000,

operational expense at \$110,000 a year.

The Allan Hancock Foundation of the University of Southern California, on July 31, filed an application for Channel 28, reserved for education in Los Angeles. USC expects to make the facilities of the station available to all accredited educational institutions of the area.

The application states that the Foundation has completely equipped television studios now in operation for instructional purposes. Operating expenses for the first year were estimated at \$195,000.

President Truman, when endorsing the FCC decision, said that educational TV stations would be of great benefit to boys and girls of the country. He urged that educators sponsor movements to get stations operating as soon as possible.

More About Insurance

(Continued from page 11)

change, which also underwrites the California teacher automobile insurance plan. The plans backed by this top-rated company are the only ones sanctioned by the CTA. None of the savings developed on our member policies under any of these insurance plans are retained by the CTA or its sections. All of the savings are refunded to CTA members at the end of each policy year!

COSTS AND HOW TO ARRANGE FOR THE NEW PROTECTION

Initial costs are \$13 for the \$10,000 limit, \$15.60 for the \$25,000 limit, and \$17.55 for \$50,000 limit.

Present automobile policyholders may have the new coverage go into effect on the first day of the nearest calendar quarter following the effective dates of

YODER RETIRES

Clarence H. Yoder, who for 34 years had been a member of the faculty of Fowler High School, recently retired. With science his major field, one of Mr. Yoder's chief contributions was organizing and assembling a natural science museum. When asked how he had the patience to teach so long, he said, "When graduates returned after a long time and told me how much they appreciated the work in my classes, it gave me encouragement to go on."

their policies. To order, merely fill in and mail the form below. For new and renewal policyholders, the endorsements will have the same effective dates as their automobile policies. CTA members who have not yet joined the CTA Automobile Insurance Plan should attach the following form to the automobile insurance reply form on page 29:

PURCHASE ORDER

To CALIFORNIA TEACHERS ASSOCIATION AUTOMOBILE INSURANCE PLAN, 22 Battery St., San Francisco 11 (Telephone SUtter 1-2600), or 417 South Hill St., Los Angeles 13 (Telephone MADison 6-1461):

Please add the following Comprehensive Professional and Personal Liability coverage to my CTA Plan Automobile Insurance:

Limits of Liability	Annual Premium*	Check One
\$10,000	\$13.00	()
25,000	15.60	()
50,000	17.55	()

* Reduced by year-end savings payments at estimated 25 per cent.

NAME

ADDRESS OF PRINCIPAL RESIDENCE.....

ADDRESS OF OTHER RESIDENCE PREMISES.....

SUBJECT TAUGHT.....

There are no elevators, inclinators, or escalators at your residence premises, except

Number of residence employees of named insured:

Full Time; Part Time Hours per week worked by each part-time employee

During past year no insurer has cancelled any similar insurance issued to named insured, except

Additional information and order blanks may be obtained from your local association or faculty head, CTA field representatives, or California Teachers Association Automobile Insurance Plan at either of the addresses listed above.

Teachers in action

TEACHER CAREER WEEK HIGHLIGHTS SHORTAGE

In an effort to recruit 62,000 new teachers for California schools in the next five years, CTA sponsored Teacher Career Week June 1 to 7. Pointing out that 1 in 7 of students graduating from high school in June must start to prepare for teaching if California is to supply the need by 1956, publicity was aimed at parents as well as students.

During the summer the shortage was further emphasized as placement bureaus found many positions open but no qualified candidates for the jobs. It is estimated that California should have 15,000 new teachers as school opens this month; the state's training institutions graduated only 4,355 with elementary credentials this summer.

Sparked by local associations, newspapers and radio stations gave Teacher Career Week a good publicity break. Need for more teachers was dramatized by news photos in which public officials participated.

GRAY IS ROTARY GOVERNOR

C. Delmar Gray, superintendent of Escondido union school district, is a District Governor of Rotary International, world-wide service club organization, for 1952-53. Elected this summer, he will coordinate the activities of 62 clubs which comprise one of six districts in California.

In Escondido since 1934, Mr. Gray recently received recognition for developing demonstration teams of elementary students for public appearances. A team describing the study of history was applauded by the AASA convention in Los Angeles last March. In May a weather station, operated by seventh and eighth grade students, began making daily reports for newspaper and radio use.

HUMAN RELATIONS EXHIBIT

"Man in Our Changing World" is the theme of a 24-panel exhibit which will be on display at Los Angeles County Museum, Exposition Park, until early in December. Impressive to teachers who attended USC this summer, the Intercultural Education Workshop invites others to use this "eye opener" in the teaching of human relations.

Teachers in action

SPEAKERS BUREAU OF NORTHERN SECTION READY FOR ELECTION JOB

Speakers Bureau, Northern Section, started in Spring, 1951, at Grant Union Technical College as a venture in publications by Sacramento County Teachers.

As interest increases, we find we not only can serve the community but can add zest to educational campaigns, provide additional training in speech to our members and experience as chairmen and leaders to a few participants each meeting.

We find we can provide maximum speech opportunity and leadership experience if our membership does not exceed thirty. Such a small group can never serve the growing needs of all Northern Section. But already another chapter is organizing in Placerville, prompted by Blaine Wishert, President of El Dorado County Teachers Association. Where there is no similar group we hope to draft the services of some people with obvious ability who are willing to be associated with our endeavor.

We extend the idea of community service to our membership and welcome to participation PTA members, school board members, or laymen interested in education. The success of this policy is attested to by the fact there is a completely free and friendly exchange of opinion between administrators, teachers and laymen. More often than not, after the formal close of our program, various members become involved in discussions that last for another hour.

A Host or Hostess leads the first hour of our meeting which is consumed by introductions, business, and short impromptu speeches. In the second hour we have time for four prepared speeches and four critics to make recommendations. Everyone participates to some extent.

A guest evaluator of some ability and prominence in speech techniques evaluates the evening's program. The chairman of the evening has the responsibility for making this last hour run smoothly.

We hope this program will interest other teachers' groups.

— Harold C. Murphy

More Chartered Units Inducted

TWENTY-FOUR more local associations became chartered units of the CTA during April, May, and June. The number of qualified teacher clubs now stands at 305. Field Service recently issued a folder entitled "Becoming a Local Chapter of the CTA"; copies are available on request. Here is the list of units where formal chartering ceremonies have most recently been held:

Charter Number	Name of Association
282	Brawley Elementary Teachers Association
283	Rosemead Teachers Association
284	Arcadia Teachers Club
285	South San Francisco Chapter of the California Teachers Association
286	High School Teachers Association of Los Angeles
287	Torvos Club, Escondido
288	Woodland Teachers Association
289	South Sacramento Teachers Organization
290	Mono County Teachers Association
291	Robla Elementary School District Teachers Association, Del Paso Heights
292	Sierra-Plumas Teachers Association
293	Santa Rosa Junior High School Teachers Association
294	Riverbank School District Teachers Association
295	Mountain View School District Teachers Association
296	Porterville Union High School and College Faculty Club
297	Citrus Union High School and Junior College Faculty Club, Azusa
298	Downey Elementary Teachers Association
299	Eastside Union High School District Faculty Club, San Jose
300	Elsinore Valley Teachers Association
301	Washington Township Teachers Association, Newark
302	Sausalito District Teachers Association
303	West Covina Teachers Association
304	Standard School Teachers Club, Oildale
305	Trona Teachers Association

Sanger Gets Charter



Field Representative Bob Rees presents the new charter to President John Luther of the Sanger Union High School Teachers' Club.

CURRENT BOOKLET HELPS IN CLASS STUDY OF INFLATIONARY TRENDS

"The People Versus Inflation," an education resource unit for secondary schools, has been prepared on the recommendation of national educational leaders and will be printed and made available to secondary schools by the Office of Price Stabilization for use in the Fall semester of 1952.

The purpose of the education resource unit is to present to high school students and teachers the problem of inflation as it affects everyone in America. In the foreword is an account of the genesis of the project.

Advance copies of "The People Versus Inflation" are currently being distributed by OPS at the suggestion of the Joint Council on Economic Education of the National Conference for the Mobilization of Education, to a number of universities and colleges where summer workshops and classes in the field of the Social Studies are being conducted. Within a rather limited supply, advance copies are available to teachers on request, from the Office of Public Information, OPS, Washington 25, DC.

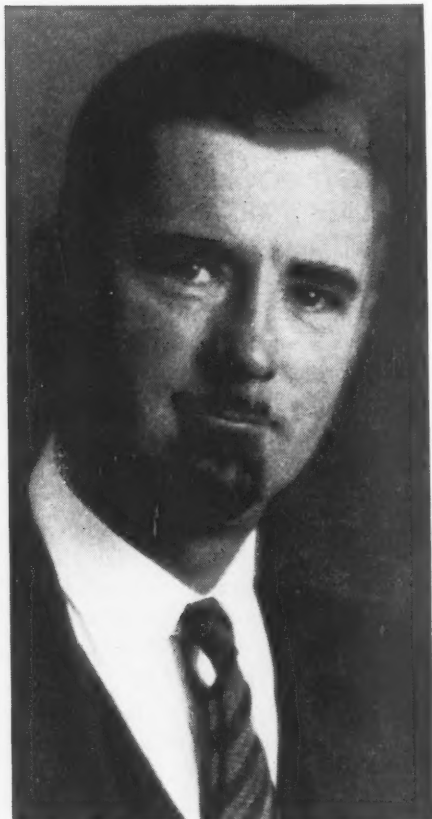
AUDIO-VISUAL CONFERENCE

Educational television will be the theme of a dinner meeting of Audio-Visual Educational Association (Southern section) to be held at Santa Monica City College November 14. Following day conference visitors may select any of 20 half-hour "how to" demonstrations intended to help teachers improve methods of instruction.

Chalk Dust

By THE EDITOR

Vaughan MacCaughey doesn't believe in retirement. He is getting what every man hopes for but few achieve. After serving the teachers of California for nearly 30 years as editor of the CTA Journal, Vaughan steps into an executive position with the Audubon Society.



VAUGHAN MacCAUGHEY

The veteran editor has made bird study an avocation for many years. Now he is free to spend unlimited time with the wild birds he loves and he can help bring an understanding of beauty to the students who tramp Nature's trails with him.

Modest and self-effacing, Vaughan declined to write a "swan song" in his final (May) edition. He permitted a farewell reception only after it was agreed that there should be no speeches. Courteous beyond the capacity of most men, he studiously avoided the heated word or the thoughtless act which might hurt someone. Hundreds of friends in every part of the state know Mr. MacCaughey for his courtly manner, hearty good humor, and gallantly worded letters.

He became editor of the Sierra Educational News in April 1923 after teaching for several years in California and Hawaii. He was on his way from a term as superintendent of schools in Honolulu to accept a professorship at Harvard when he stopped in San Francisco to visit a friend at the CTA office. Here he was persuaded to stay a while and help out with the magazine. He remained to become a loyal and intelligent influence in the teaching profession of California as editor of the SEN and its successor, the CTA Journal.

Distinguished in appearance and vigorous in health, Vaughan can be counted an old man only in the years of his experience. He confidently expects to spend his mellow years scaling High Sierra peaks. With a loving wife, six children and 17 grandchildren, a successful career behind him, and inspired plans for an avocation-turned-profession lying ahead — how can one wish anything more for a friend?

When a man starts a journey, he makes better progress if he knows where he is going. The small boy sent on an errand may engage in adventurous exploration en route, but observers agree he is not concerned with economy of time or effort. We should like to present our itinerary as we undertake the editorship of the CTA Journal; we should like to know where we are going and arrive at our destination as quickly as possible. But much of the small boy is still with us and we may be unable to resist the temptation for diversion and delay. But we hope to have a lot of fun along the way.

We have some objectives for the Journal. We should like to offer a magazine which will help educators in their personal and professional development. We hope to help teachers meet their responsibilities as citizens. Ultimately and indirectly, through our readers, we hope to meet the needs of children and youth.

These goals are abstract but not vague. Our first objective will be to report the broad program and numerous activities of your state association. We sincerely believe that your active participation in the work of the association

will improve your status as a teacher. And since this magazine is dedicated to your professional improvement, we shall try to make CTA meaningful to you. A secondary objective will be to provide stories of classroom techniques and successful teaching experiences which will be helpful to the greatest number of teachers. Knowing there are literally hundreds of publications in education for instructional method, we refer you to those in your specialized field of interest.

Above all, we should like to emphasize as our journey begins that our course is not predetermined, that it will depend on your direction. We are vitally concerned with communication. We are not broadcasting from the housetops; we are listening for the quiet voices from the far corners of the state. We want your letters — but not your poems. If you have written a heavy dissertation or a simple suggestion, we should like to see it. Our newspaper experience may have made us rabid on matters of writing style, but if we suggest revision before publication, we will have explicit reasons why . . . and a humble hope that the voice at your end of the line will not be stilled.

In an age of audio-visual methods, it must have been a sign of editorial archaism to have selected Chalk Dust as a title for this page. The words are personally nostalgic, though old-fashioned in a comfortable way. It may be appropriate to suggest that under this heading readers may find other evidence of clinging to old symbolisms which seem to have steady strength when the wind runs high and the earth trembles.

When people talk about fear among teachers and when teachers openly confess to nameless tensions, it seems obvious that steady purpose, moral courage, and strong conviction are needed. We must know our strength in a world clamoring for adequate instruction and guidance, but we must temper knowledge with understanding, meet intolerance with patience.

To talk of virtues in an atomic world growing more crass, bigoted, and selfish is to be old-fashioned. To cling to American ideals of democratic freedom and individual integrity may bear similar marks. But there are some intangibles which are timeless, a staff upon which the teacher may rest with security.



Teacher of the Year

A California girl is chosen for national spotlight because she is well adapted, properly prepared, and located in an ideal environment for professional achievement.

MRS. GERRY JONES of Santa Barbara is America's Teacher of the Year. A married woman of 23 with only two years of experience teaching the first grade at Hope School, Mrs. Jones is the first person cited in what is to be an annual selection by McCall's Magazine. The June edition of McCall's published a seven page article followed by a picture story in August of Gerry's visit to New York and Washington.

Teachers were nominated by state departments of education at the request of Dr. Earl James McGrath, U.S. Commissioner of Education. Representatives of Dr. McGrath and McCall's observed nominees at work for several months. Mrs. Jones was their combined choice.

While the personal qualifications of Gerry were given highly deserved treatment, the magazine made it apparent that the ideal conditions of her California training and working environment accounted largely for her honors. The article lauds the modern facilities, ideal surroundings for students, and the harmonious relationship between teacher and superintendent,

board of trustees, PTA, and community. **Shortage Noted**

Tracing the growth of the post-war bumper baby crop and the resulting nationwide impact on the schools, the magazine dramatically points out the dangers of the current teacher shortage.

Nellie L. Frost, consultant in elementary education in County Superintendent Hal D. Caywood's office, remarks that "It is evident that McCall's is trying to do its part in counteracting the unjust criticisms which have been leveled against education. This is another article of that nature intended to give confidence to the public in their schools and also to encourage young people to go into the profession."

"Lighthouse In Fog"

Dr. Roy Simpson, state superintendent of public instruction, who attended the Santa Barbara chamber of commerce dinner honoring Mrs. Jones, is quoted as describing Hope School as "a lighthouse in the fog of education."

Gerry Jones understands and loves children — and they adore her — as illustrated by the striking cover picture

on this edition. That picture and the one above were provided through the courtesy of McCall's and its photographer, Miss Genevieve Naylor. A Journal footnote might be added: a recommendation of the June edition of McCall's for those teachers who should be inspired by this citation.

The Teacher of the Year, who has been a CTA member ever since she entered the profession, wrote the following paragraphs on the invitation of the Journal:

Humbly Thankful

The honor that came to me and the entire teaching profession through the McCall's article has been a most thrilling experience. I personally thank all teachers everywhere for the opportunity to represent them as "Teacher of the Year." I humbly live in their glory — for as the article so truly states, "I am a beginning teacher." I do love working with children and consider myself most fortunate; first, to have done my student teaching at Hope School under an unusually delightful supervising teacher, and then to have joined the Hope School staff — a most cooperative, friendly, professional group, who accepted me warmly and without reservation. Hope School has three men teachers and seven women teachers, plus a woman District Superintendent, who takes an active interest in the education program, and in each individual child and teacher. There is a wonderful feeling of being part of a family group — the members of the Board of Trustees, the teaching staff, and the community working closely together. It has been a place where parent conferences, citizen study groups, and active P.T.A. members join hands to further the development of the school as a whole, and the growth of each child.

Ideal Conditions

I personally have enjoyed an environment of a beautiful modern first grade room, built in 1950, twenty-eight challenging cherubs (each with differing personalities), and a freedom and encouragement to teach to the best of my ability. My background of teacher training, four years at University of California, Santa Barbara, in Early Childhood Education, gave me enthusiasm as well as a good philosophy to meet life. Teaching has been fun, always stimulating and full of challenge.

I never dreamed that so many interesting things would materialize from the McCall's experience. The associa-

tion of many charming, intelligent people who have had wide and varied experiences in life has been a rare treat in itself. On top of that, to have a trip to Washington to meet and talk informally with Mr. Truman, to see and explore the beautiful city of Washington, and to spend two fascinating days in New York City, all of this to me a new teacher, who never had been out of the West, plus having the companionship of my husband, was more than dreams could ever have imagined. From beginning to end, it was a rich and vital experience — funny and scary when radio and television programs were involved, thrilling when the Santa Barbara Chamber of Commerce called to New York to announce they were planning a community dinner, tiring when giving life histories and answering letters, yet wonderfully gratifying as I look back over the entire experience.

Dr. George V. Hall Appointed to State Advisory Council

Dr. George V. Hall, director of research, San Diego City Schools, has been appointed as a new member of the State Advisory Council on Educational Research. In addition to serving on the Council, he will also become a member of the editorial board of *California Journal of Educational Research*. The State Advisory Council was established by the CTA in January 1948 to serve as an agency to promote the coordination of educational research in California. Its membership includes representatives from five of the larger school districts, a county office, the four major universities, state colleges and independent colleges and universities, the State Department of Education, and the CTA.

CODE OF ETHICS AVAILABLE

The California Code of Ethics for the teaching profession printed in color and of a size and design suitable for framing is available at 10c per copy. Orders should be sent to CTA Headquarters, 693 Sutter Street, San Francisco 2, California.

FREEDOM EVERYBODY'S JOB

Nine Liberty school pupils in Petaluma submitted 14 slogans in the Santa Rosa Press-Democrat's spring "Get Out the Vote" contest. Fifth and sixth grade students taught by Lloyd O'Connor, who is also school principal, showed they believe freedom is everybody's job and voting is the citizen's most important privilege.



INTERNATIONAL RELATIONS FELLOWSHIP

FIVE new fellowships for study in the field of government and international relations have been awarded by the California Congress of Parents and Teachers. One of these is for \$2000 and was designed for foreign study. This grant will go to Linford Dale Riley, Jr. of Los Angeles, who intends to study for his doctorate at Chulalongkorn University in Bangkok, Thailand.

The Congress has long recognized the great need for more and well-trained personnel in government, both at home and abroad, and as a small effort toward peace has decided to branch out into this new fellowship field. Purpose of the fellowships is to encourage outstanding young people of fine character to train for service in the State Department, on the staffs of foreign embassies, for consular service and other posts.

The four successful students winning \$1000 awards are Robert von Pagenhardt of Woodside, Miss Lillian Poltere of San Diego, John Ed Elliott of Arcadia and Miss Barbara Lenore Gruwell of Los Angeles.

In return for a fellowship, each recipient is expected to serve in the international relations field of the United States government or in some comparable field for one year out of the three immediately following the year of study.

FAMILY LIFE EDUCATION SCHOLARSHIPS

Seven Family Life Education scholarships were awarded this past summer by the California Congress of Parents

and Teachers. The scholarships were for \$100 each for summer study at the University of Oregon and at Los Angeles State college. Money for this project comes from a special parent education fund to which many Parent-Teacher associations voluntarily contribute two dollars a year.

"There is great need for more teachers to train in this important field," commented Mrs. Robert Bogen, who is the Congress parent education director. "The theme of the State platform 'Families are our business' and the new Family Life committee recently set up by the president tend to indicate the great emphasis being placed by the Congress on family life," continued Mrs. Bogen. "We hope with these scholarships to draw attention to this area and to encourage more teachers to become better able to help our young people," she concluded.

CCPT HEAD GETS NATIONAL RECOGNITION

Mrs. P. D. Bevil of Sacramento, president of the California Congress of Parents and Teachers, has been appointed a member of the legislative committee of the National Congress and attended her first meeting in Chicago on July 11.

Mrs. Rollin Brown of Los Angeles has been elected first vice-president of the national board and Mrs. G. W. Luhr of Walnut Creek is membership chairman and will also represent the chairmen on the Board of Directors. Both Mrs. Luhr and Mrs. Brown are past State presidents.

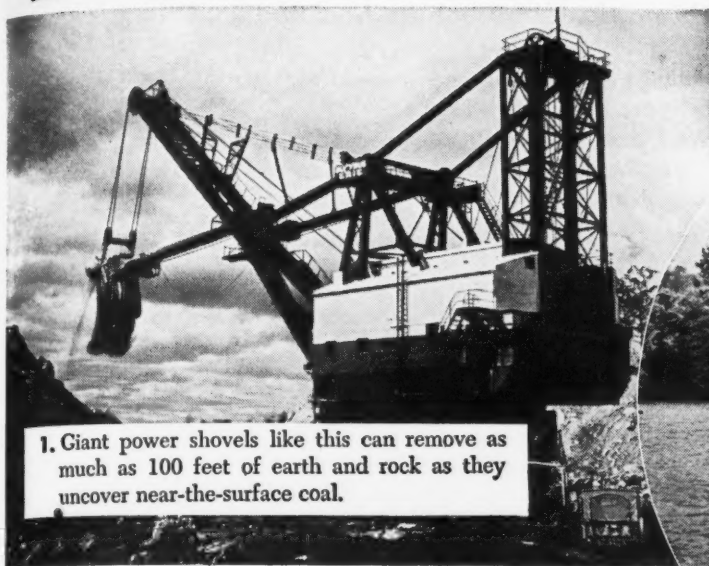
CTA Insurance Plans Show Rapid Growth

The two State CTA insurance plans, now in their second year, have been enthusiastically accepted by California teachers, according to Howard Nordstrom, Fresno, chairman of the State CTA Insurance Committee. Mr. Nordstrom reports that more than 8700 teachers have enrolled in the CTA Automobile Insurance Plan, and approximately 15,000 in the CTA Blue

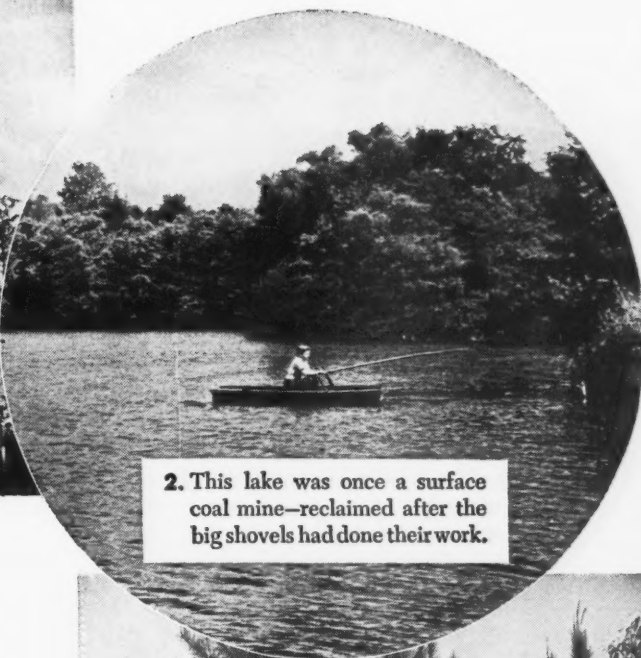
Cross Health Plan. "Both of these plans are providing much-needed insurance coverage for California teachers at nominal costs," says Mr. Nordstrom, "and the CTA Insurance Committee hopes to develop, in the future, other state plans in the areas of salary protection insurance and in group life insurance."

THE TRUE STORY OF COAL

Now Lakes and Forests are "By-Products" of Coal Mining!



1. Giant power shovels like this can remove as much as 100 feet of earth and rock as they uncover near-the-surface coal.

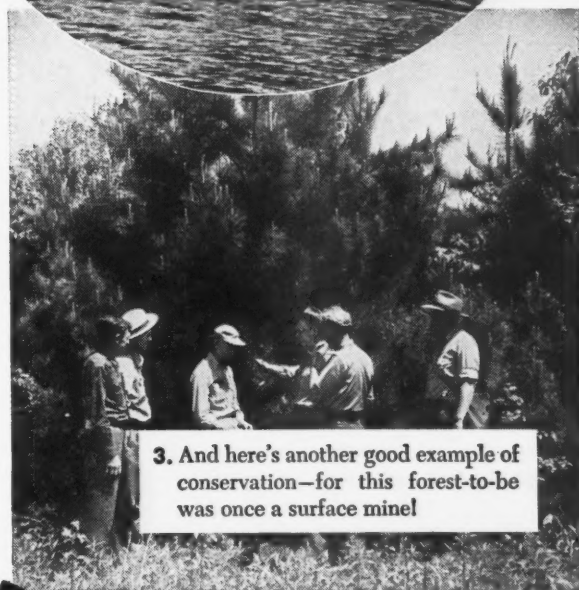


2. This lake was once a surface coal mine—reclaimed after the big shovels had done their work.

Much of America's coal lies near the surface. It is mined from above by huge shovels—some as high as ten-story buildings and capable of taking with each "bite" enough earth and rock to fill a good-sized room! These shovels uncover the coal which is then mechanically removed by other machines, cleaned, sized and sent to market. This is called surface or strip mining.

After the coal has been removed, America's progressive coal companies do an amazing job of reclaiming the land. Experts in forestry and agriculture plant the turned-over soil with clovers, grasses, or seedling trees. The deep cuts in the earth become natural lake basins. These lakes are not only ideal for recreation, but they also supply drinking water for livestock. All this leads to fertile lands, ideal for timber or grazing—even for orchards or row crops.

Today, America's surface-mine operators supply over a fifth of the nation's number-one fuel for heat, light, and power. They also have already reclaimed over 100,000 acres of land in twelve states—giving the countryside a beauty and usefulness it often lacked before.



3. And here's another good example of conservation—for this forest-to-be was once a surface mine!

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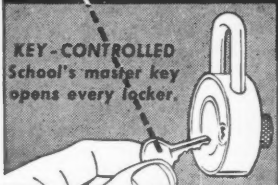
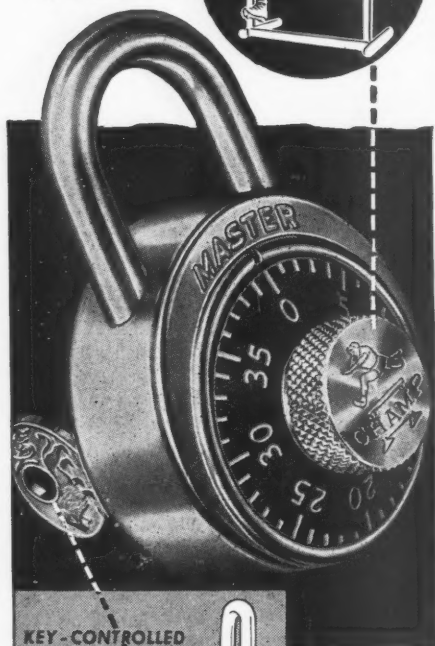
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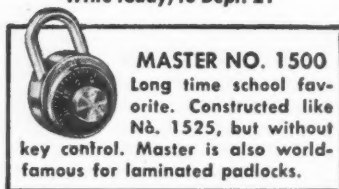
S-15

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SECRETARY CARR SPEAKS OF PERILS FACING SCHOOLS AT NEA ASSEMBLY

William G. Carr, who became executive secretary of the National Education Association on August 1, was introduced at the NEA Representative Assembly in Detroit. His brief remarks are here quoted in part:

"I would like to stress the importance of unity in the coming year. This need for unity during a change in the administration of our Association is augmented by current national and international tensions. Efforts are even now being made to divide us, to create splinter organizations, to play upon sectional or other prejudices, or to embroil our organization in controversies outside its proper scope. A calculated campaign of confusion aims to mislead the people of the United States into the monstrous error that their teachers are led by disloyal people and motivated by disloyal purposes. This campaign seeks to divide the profession and to divide the teachers from the people.

"If such efforts should succeed, the end of our system of education would not be far away. It is therefore our clear duty, both as teachers and citizens, to repulse these unprincipled onslaughts on a great American institution. Now is the time to perfect our own unity and to strengthen our bonds with the American people."

MacCAUGHEY HONORED

A reception at CTA Building in San Francisco on May 15 honored Vaughan MacCaughey, who retired after serving as editor of Sierra Educational News and CTA Journal for 29 years.

PETERSON ELECTED

At Boston on June 27 Dr. Basil H. Peterson was elected president of the American Association of Junior Colleges. Dr. Peterson is president of Orange Coast College at Costa Mesa.

POLICY AT GLENDORA

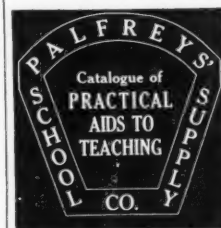
A professional policy for the selection of teachers to whom tenure will be granted was recently adopted in Glendora. Widely publicized in Los Angeles county, purposes and principles are clearly stated, as well as procedures concerning probationary and permanent teachers.

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| BOOK SAVER MATERIAL | MOTHER HUBBARD SEAT- WORK BOOKS |
| BUILDING BLOCKS | MUSIC MATERIALS |
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| CLEANING SETS | PAPER DOLLS AND SETS |
| CLOCK DIALS | PEGS AND PEG BOARDS |
| COLOR CUBES | PHONETIC MATERIAL |
| COUNTING BLOCKS | PICTURES |
| COUNTING FRAMES | PIN LETTERS |
| DIRMA KLEEN-CARBON AND PAINT CLEANER | PLAN BOOKS |
| DISHES | PLUS-LITE BOARDS |
| DOLCH, PROF. E. W., MATERIALS | POSTERS, CHARTS, ETC. |
| DOMINOES | PRINTING SETS |
| EDUCATIONAL GAMES | PUZZLES — Cardboard, Map, Wooden Inlays |
| ENTERTAINMENT AND PLAYS | PUZZLE CABINETS: Palfrey's Special |
| FARM SETS AND FARM ANIMALS | RECORDS |
| FLANNEL BOARDS AND MATERIALS | RHYTHM BAND SETS |
| FLASH CARDS | SEWING CARDS |
| FOUNTAIN BRUSH OR FLO-MASTER | SIFO PUZZLES |
| GELATIN DUPLICATORS AND SUPPLIES | SPEECH MATERIALS |
| GOLDEN BOOKS | SPELLING GAMES |
| GREAT PICTURES | SPIRIT BOOKS |
| HECTOGRAPH BOOKS | SPIRIT DUPLICATORS |
| HOLGATE TOYS | STAPLES AND STAPLERS |
| INLAY PUZZLES | STENCILS—Alphabet and Set |
| INSTRUCTOR ILLUSTRATED UNITS | STORY BOOKS |
| IRONS AND IRONING BOARDS | STORY TOYS—Wooden |
| JEFFY JIG-SAWS | TRAINS |
| JUDY PUZZLES | TRUCKS WITH RUBBER TIRES |
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Retirement Committee Offers Study of

Federal SOCIAL SECURITY

- in its relationship to teachers' retirement systems

There has been evidence of increasing interest in recent years in the efforts of the federal government to include all public employees under the Federal Social Security Act. Since teachers are public employees, it is natural that they, too, would be concerned with the possible effect of social security legislation on public employees in general. Recognizing this anxiety, the state CTA Retirement committee, at its meeting last December, appointed a sub-committee to study the relationship of social security to teacher retirement.

The statement below, prepared by Dr. Frank W. Parr, director of CTA Research department, has been designated Research Bulletin No. 45. The CTA Board of Directors, believing the technical discussion of timely interest to every member, ordered it printed in the Journal. Dr. Parr acknowledged the assistance of Mrs. Louise B. Gridley, executive secretary of the Bay Section CTA, and Ralph Nelson, consulting actuary of the State Teachers' Retirement Board. The bulletin was also checked by Dr. Frank W. Hubbard and Dr. Madaline K. Remmlein of the NEA Research Division.

This seven-page section of the Journal has been reprinted in pamphlet form and is available from CTA Research department at 25 cents a copy. Careful study of the relationship of federal social security and teacher retirement systems is recommended to every CTA member.

HR 6000 Amendment and Its Relation to Teachers

On August 28, 1950, President Truman approved HR 6000 which amended the Federal Social Security Act. Some of the special provisions of HR 6000 were:

1. Extended the Act to include certain public employees;
2. Established a procedure for covering eligible public employees through social security compacts;
3. Increased the rate of contributions of employers and employees on a graduated scale which is to reach its peak in 1970;
4. Increased social security primary benefits;
5. Increased family benefits; and
6. Established a death benefit of three times the monthly benefit.

Of special interest to the teaching profession was the effort on the part of the sponsors of HR 6000 to "blanket" public school teachers under the Act. This move was vigorously opposed by the National Education Association and most of its affiliated state education associations.

Why the NEA Opposed the Inclusion of Teachers Under HR 6000

It should be made clear at the outset that the NEA did not oppose the extension of federal social security to cover public employees. It did strenuously object, however, to the move to include public school teachers who were already covered by state retirement systems. The specific reasons why the NEA opposed the inclusion of public school teachers under the Federal Social Security Act, as set forth by the National Council on Teacher Retirement, were:

1. Teachers do not need federal social security; every state now has a teacher retirement system.
2. Benefits under typical teacher retirement plans are better adapted to the needs of teachers than benefits available under social security.
3. Teachers believe that they can more readily adjust provisions of their own retirement systems to changing needs through local and state action than they can influence the federal plan which is relatively static and less accessible for remedial legislation.
4. On the basis of experience with legislation, many teachers fear that opening the door of social security to state and local political action will result in the curtailment, if not the destruction, of existing state and local retirement systems.
5. Teachers have serious doubts that many states can afford to have both social security and their present retirement systems without reducing teachers' salaries or impairing school services.

It is also significant to note that other national organizations of public employees, such as the International Association of Fire Fighters (AF of L) and the Fraternal Order of Police, took action similar to that of the National Education Association.

Comparative Analysis of Principal Provisions

Presented on the following pages is an analysis of the principal provisions of the California State Teachers' Retirement Law and the Federal Social Security Act. This analysis is based upon published information (see bibliography) issued by the California State Teachers' Retirement System and the Federal Security Administration. The analysis makes clear that there is an apparent difference in purpose of the state and federal acts. The principal provisions of the two acts, with appropriate examples, are detailed below: "Service retirement" in the analysis applies to Social Security as well as the State Teachers' Retirement System because entry upon benefits at age 65 or over is analogous to service retirement under a retirement system. The Social Security information in the analysis is directed at benefits for a man or woman, retiring or dying, and a wife and children of such a person; benefits are also provided for a dependent husband or parents of such a person.

Item 1. CONDITIONS FOR SERVICE RETIREMENT

Optional with members regardless of age and upon completion of 30 years of service, at least 15 of which shall have been served in California, including 10 of the last 11 years of credited service; or optional with member upon attaining age 55 and completing 10 years of service in California, including 10 of the last 11 years of service next preceding retirement. With minor exceptions, only out-of-state service rendered prior to July 1, 1944, is credited and that only to persons who were members on June 30, 1944.

Optional with members upon obtaining at least the age of 65 and being a fully insured individual, i.e., one who had not less than: (a) one quarter of coverage acquired at any time after 1936 (3 months ending March 31, June 30, September 30, or December 31, in which he received at least \$50 in wages in employment subject to Social Security) for each two quarters elapsing after 1950, or after the quarter in which he attained the age of 21, whichever is later, and up to but not excluding the quarter in which he attained retirement age, or died, whichever first occurs, except that in no case shall an individual be fully insured unless he has at least six quarters of coverage; or (b) forty quarters of coverage.

Item 2. ALLOWANCE UPON SERVICE RETIREMENT

A monthly allowance consisting of:

(a) a monthly retirement salary, payable from the Permanent Fund, in an amount which shall bear the same ratio to \$50 as the years of service credited to the member, not to exceed 30 years, bear to 30 years, to be decreased upon retirement below age 60, with less than 30 years of service; and

(b) a monthly annuity, payable from the Retirement Annuity Fund, upon retirement at age 60, equal to one-twelfth of \$1.25, for each \$100 of salary earned on and after July 1, 1944 (annual salary limited to retirement purposes to \$3,000 per year through June 30, 1947, \$5,000 per year through June 30, 1952, and no limit thereafter), and on account of which no benefit will be paid by a local fund, the annuity being decreased upon retirement below age 60; and

(c) a monthly annuity, payable from the Retirement Annuity Fund, upon retirement at age 60, equal to one-twelfth of \$35, for each year of service, not to exceed 40 years, rendered prior to July 1, 1944, and on account of which no benefit will be paid by a local fund, the annuity being decreased upon retirement below age 60; and

(d) a monthly annuity, payable from the Annuity Deposit Fund, which shall be the actuarial equivalent of the member's annuity deposits, plus interest, made prior to July 1, 1944. (Member has an option after that date of withdrawing annuity deposits, plus interest, or leaving them to provide this annuity.)

A monthly allowance consisting of:

(a) for the member, a primary insurance amount equal to 50% of the first \$100 of his average monthly wage plus 15% of the next \$200 of such wage. "Average monthly wage" is defined as the amount obtained by dividing his aggregate wages, at not over \$3600 for any year, by the number of months elapsing between December 31, 1950, or later date of attaining the age of 22, and the date of retirement; with aggregate wages of \$30,000 and 100 months (which is based on elapsed time instead of the period of employment), the average monthly wage would be \$300, and the allowance \$80 per month, the maximum. An average wage of \$150 would produce a monthly allowance of \$57.50.

(b) for the member's wife who has attained age 65, or who cares for a child, individually, or jointly with her husband, who is entitled to the allowance in following (c); or starting upon her later attainment of age 65, an amount equal to one half of her husband's allowance, with a maximum of \$40 per month and making the total maximum allowance \$120, for the two.

(c) For the member's unmarried child under 18 years of age, an amount equal to one-half of the parent's allowance, with a maximum of \$40 per month, and making the total maximum allowance of \$150, for the three.

ILLUSTRATION

Service Retirement at Age 60 or Over Under the California Teacher Retirement System

A member retiring in 1954 with 25 years of service rendered prior to July 1, 1944, for which he is not entitled to benefits under a local system; with 10 years of service rendered after that date; and with a total earned salary during the 10 years of \$35,000, at not over \$3,000 per year through June 30, 1947, \$5,000 per year through June 30, 1952, and no limit thereafter; and in service for which he is not entitled to benefits under a local system, would receive an annual retirement allowance as follows:

1. From Permanent Fund.....	\$ 600.00
2. From Retirement Annuity Fund	
a. On account of prior service.....	875.00
b. On account of current service.....	437.50

Total Annual Retirement Allowance at age 60 or over.....\$1912.50

ILLUSTRATION

Social Security Allowance If a Member Reaches Age 65 in January 1955

and the total wages were the maximum of \$3600 per year or a total of \$14,400 after January 1951.

January 1951-December 1954 equals 48 months	
\$14,400 divided by 48 equals \$300 average monthly wage	
50% of \$100 equals.....	\$50
15% of \$200 equals.....	30

Per month\$80

Total Annual Allowance for a member at age 65 equals \$960.

Item 3. CONDITIONS FOR DISABILITY RETIREMENT

Incapacity for performance of duty, and completion of at least 10 years of service in California, including 10 of the last 11 years of service immediately preceding retirement, or attainment of

age 65, and completion of 10 years of service, and the last four of which shall have been served in California. See also items (1) and (6) about separation from teaching service and later application for retirement.

NONE

Item 4. ALLOWANCE UPON DISABILITY RETIREMENT

A monthly allowance, consisting of:

(a) a monthly retirement salary, payable from the Permanent Fund, in an amount which shall bear the same ratio to \$50 as the year of service credited to the member, not to exceed 30 years, bear to 30 years; and

(b) a monthly annuity, payable from the Retirement Annuity Fund, which shall be the actuarial equivalent of the then present value of the current service annuity, described in Item 2 (b), to which the member would be entitled at age 60, on account of services rendered after July 1, 1944, and to the date of retirement, and on account of which no benefit will be paid by a local fund; and

(c) a monthly annuity, payable from the Retirement Annuity Fund, which

shall be the actuarial equivalent of the prior service annuity, described in item 2 (c), to which the member would be entitled at age 60, on account of service rendered prior to July 1, 1944, and on account of which no benefit will be paid by a local fund. The sum of the annuity in this item, and the annuity in item 4 (b) next preceding, shall not be greater than the amount of the annuity to which a member would be entitled under Items 2 (b) and (c), assuming employment without interruption, to his earliest optional retirement date after 30 years of service; and

(d) a monthly annuity, payable from the Annuity Deposit Fund, which shall be the actuarial equivalent of the member's annuity deposits, plus interest, made prior to July 1, 1944.

NONE

ILLUSTRATION

Disability Benefit Under Teacher Retirement

A member retiring at age 60 with 14 years of service prior to July 1, 1944 for which he is not entitled to a local retirement fund benefit, with 9 years of service rendered after that date; and with total earned salary during the 9 years of \$30,000 at not over \$3,000 per year through June 30, 1947, \$5,000 per year through June 30, 1952 and no limit thereafter, and in service for which he is not entitled to a local fund benefit, would be entitled to an annual retirement allowance as follows:

1. From the Permanent Fund.....	\$ 460.00
2. From Retirement Annuity Fund	
a. An account of prior service.....	490.00
b. On account of current service.....	375.00
Total annual retirement allowance.....	\$1325.00

Disability Social
Security
NONE

Item 5. BENEFIT AT DEATH BEFORE RETIREMENT

Upon death before retirement, and within four months after the termination of the member's employment in a status requisite for membership in the Retirement System, or while the member was incapacitated for duty, if the incapacity was continuous from the termination, a benefit will be paid as follows:

(a) Permanent Fund contributions made after July 1, 1935, without interest.

(b) Annuity deposits contributions, plus interest.

(c) Retirement annuity contributions, plus interest.

(d) An amount, provided from contributions by the State, and payable from the Retirement Annuity Fund, equal to one-twelfth for each completed year of service as a member, not to exceed six, of the salary which would have been earned by the member at the rate of salary which he was

(a) If the member was fully insured as defined in item (1), or was currently insured, (i.e., had at least 6 quarters of coverage during the 13 quarters ending with the quarter of death), an amount, in one sum, equal to three times the member's primary insurance amount, calculated as in item (2), to the widow or widower living with the deceased at the time of death. If there is no such person, then an amount not to exceed three times the member's primary insurance amount, to an individual who has paid the expenses of burial of such insured individual; and

(b) If the member was a fully insured individual as defined in item (1), a monthly allowance equal to $\frac{3}{4}$ of the member's primary insurance amount, calculated in item (2), to a child, under age 18, and if there is more than one child, each child's benefit is one-half of the primary insur-

California State Teachers Retirement Law

last employed preceding death, assuming engagement in duties for the number of school days during the school year in which said employment existed. From the amount determined under the sentence next preceding, there shall be deducted an amount equal to that portion of the benefit payable on account of said death by a local retirement system, which is provided from contributions of the district operating said system, and is in addition to the portion of the benefit payable by said local system which is made up of the accumulated contributions of the member.

Item 6. BENEFIT AT DEATH AFTER RETIREMENT

Upon death after retirement, no benefit unless member elected at retirement, under options allowed, with respect to all of his retirement allowance, to receive the actuarial equivalent of his allowance in a lesser allowance, and leave to his beneficiary at his death, (1) the proceeds from a cash refund annuity, or (2) a reversionary annuity.

ance amount of the deceased, plus one-fourth of the primary insurance amount of the deceased, plus one-fourth of the primary insurance amount divided by the number of such children, payments to be made until the attainment of age 18 of the youngest child, and the widow, if any, to qualify for the allowance described in the preceding paragraph, upon reaching age 65.

Same as for death prior to retirement, assuming that the person was retired after being fully insured, and on a primary insurance amount, as described in item (2).

Item 7. BENEFIT UPON SEPARATION FROM SERVICE, OTHER CAUSE THAN DEATH

Same as benefit described in paragraph 5 (a), (b), and (c) of Item 5 preceding.

If a member is entitled to be credited with at least 10 years of service in California, including 10 of the last 11 years immediately preceding the separation, the contributions may be left in the funds, and the member may retire for proved disability at any time, or for service upon attaining age 55.

Upon re-entry into service, following withdrawal of contributions, member must re-deposit withdrawn Permanent Fund and Retirement Annuity Fund contributions with interest for the time they were out of the fund, and may at his option re-deposit Annuity Deposit Fund contributions without interest.

None, except continuance of accumulated credits under Social Security Act.

Item 8. CONTRIBUTIONS REQUIRED OF MEMBER

To the Permanent Fund:

Twelve dollars for each year of service, not to exceed 30, prior to July 1, 1935; \$24 for each year of service between June 30, 1935, and July 1, 1944; \$60 for each year of service after June 30, 1944.

To the Retirement Annuity Fund:

Percentages of salary earned for service on account of which no benefit will be paid by a local fund, graded according to entrance age and ranging from 5.27 per cent at entrance age 20 to 8.49 per cent at entrance age 59 and over, for men, and 5.97 per cent to 9.73 per cent for women, to provide approximately one-half of the current service annuity described in item 2 (b), and subject to change on the basis of experience.

To the Annuity Deposit Fund:

No contributions permitted to Annuity Deposit Fund for salary earned after June 30, 1944. See item 2 (d) for status of accumulated annuity deposits.

Following percentages of earned salary, up to \$3,600 per year:

- 1.5% through 12-31-53
- 2.00% through 12-31-59
- 2.50% through 12-31-64
- 3.00% through 12-31-69
- 3.25% thereafter.

Item 9. CONTRIBUTIONS REQUIRED OF EMPLOYER

From school districts, state institutions and other employers: To the Permanent Fund, \$6 semiannually for each member shown on the payrolls next preceding November 15th and May 15th, respectively, or who, at the end of

Same as in item (8) preceding.

the payroll periods, was absent on leave in the armed forces or allied services, within the meaning of Section 14449.

From the State: To the Permanent and Retirement Annuity Funds each year, amounts equal to the portion of the benefits paid from the funds during the year, which is not provided by contributions made after July 1, 1944, by members receiving such benefits, and by contributions of employing agencies during the year.

To the permanent and Retirement Annuity Funds each year, amounts equal to the difference between the benefits paid during the preceding year from these funds, respectively, to persons who were entitled to receive benefits from a local retirement system, and the benefits which would have been paid to those persons if they had not been entitled to benefits from a local system. These contributions reimburse the funds for payments required to be made from them, to each school district maintaining a local retirement system.

Item 10. WORK STATUS AFTER RETIREMENT

Earnings of unlimited amount permitted without affecting retirement allowance but employment in positions subject to Retirement System not permitted.

Earnings up to \$50 per month in covered employment, permitted without affecting Social Security benefit, up to age 75, after which there is no limit on such earnings.

RELATIVE MERITS OF FEDERAL SOCIAL SECURITY FOR CALIFORNIA TEACHERS

A study of the provisions of the Federal Social Security Act and those of the California State Teachers' Retirement Law, as analyzed in the preceding section, reveals that there are certain fundamental differences between the two plans. The teacher retirement allowance is based on years of service and age of retirement. All

members draw the same benefits for the same service and contributions. Under social security, however, the contributions have little bearing on the allowances paid. Family conditions affect the allowance and, although men and women pay the same contributions for the same length of time, a married man and his family will draw

the greater benefits. A widower may draw benefits only if he has been dependent on the member (wage earner).

To summarize the relative merits of Federal Social Security and California State Teachers Retirement, the following appear to be the principal advantages of each from the standpoint of the California teachers:

CALIFORNIA TEACHERS RETIREMENT

1. Provides benefits for disability prior to service retirement: (see item 4)
2. Refunds contributions upon separation from service prior to retirement; (see item 7)
3. Permits service retirement at lower ages, i.e., below 65; (see item 1)
4. Provides larger retirement allowances, in general; (see items 2 and 4)
5. Provides larger lump-sum benefits; (see item 5)

Up to this point, the bulletin presents an analysis of the principal provisions of the Federal Social Security Act and the California State Teachers' Retirement Law, and points out the principal advantages of each. To assist the reader in interpreting the facts, some of which are highly complex, some conclusions would appear to be in order:

1. Social Security might be a good sup-

plement to the State Teachers' Retirement System if both teachers and the public were willing to assume the cost of both.

2. Integration of Social Security and the Teachers' Retirement System might be advantageous, with adjustment of contributions and benefits for members, but without mandatory increase in their contributions.
3. Both State and Federal legislation

FEDERAL SOCIAL SECURITY

1. Members contribute less; (see item 8)
2. Eligibility for benefits may be acquired more quickly currently; (see item 1)
3. Permits transfer of service from other covered employment regardless of location; (see item 1)
4. Provides survivor benefits; (see items 2 and 5)

would be necessary to effect either combining the two plans without change, or integrating them with adjustment of contributions and benefits.

4. Since the California Teachers' Retirement System offers greater retirement benefits and at lower ages, in general, than Federal Social Security for the majority of teachers, it would not be wise to substitute it for social security.

Present Status and Current Proposals to Cover Public Employees Under Social Security

Most of the material found in this section of the bulletin is based upon reports of the NEA Research Division, especially the most recent release: Remmlin, Madeline Kinter, "Recent Happenings in Social Security," February 1952, which was presented before the National Council on Teacher Retirement at St. Louis. (Ed.)

State and local employees not eligible for membership in a state or local retirement system may be covered under social security by a compact ar-

ranged between the state and the Social Security Administration. Services covered by a state or local retirement or pension system are excluded from such

compacts. The first step in arranging such a compact is to have the state legislature adopt an enabling act. As of September 27, 1951, 35 states and Alaska had passed such social security enabling acts, according to NEA Research Division Special Bulletin No. 75. A later NEA bulletin (February 1952) by Dr. Madaline Kinter Remmlein reports that 32 states and Alaska have already entered into agreements with the Social Security Administration to cover some or all of their eligible employees; agreements are in process in five other states and the Virgin Islands; and one other state has enacted permissive legislation looking toward such agreements. The later NEA bulletin also reports that of the 32 states that have social security agreements, some school employees are already included in the agreements of 21 states.

The first state to repeal its teachers' retirement law was South Dakota. Former members of the abolished retirement system and employees who had never had membership in a state or local retirement system were placed under OASI. South Dakota legislature set aside funds to pay for life the allowances due those on retirement at the time of the repeal, and it refunded the accumulated contributions of members who had not yet retired. It is significant to note that South Dakota substituted Social Security for its teachers' retirement system, but did not enact new retirement legislation to provide additional state benefits.

Utah was the second state to take similar action. It repealed its retirement law applicable to non-school public employees and placed them under Social Security. According to Remmlein, Utah considered but did not act upon proposals to repeal the teachers' retirement law. Instead, it established a special committee to study the question and report back to the 1953 legislature. Under the rulings of the Social Security Administrator, Utah can add the members of the state teachers' retirement system to the agreement that is already in force for other public employees if it repeals the teachers' retirement law, because no school employees have been covered in the original agreement. Therefore, if the committee recommends that the teachers' retirement law be repealed and that teachers be given social security coverage, Utah can do this under present federal law.

Several other states, also faced with increased costs of retirement systems and the need for additional benefits

thereunder, created legislative committees to study the whole question. One of these was Virginia, where the Virginia Advisory Legislative Council concluded its study with three basic recommendations: (1) that the state retirement law be repealed; (2) that a social security agreement be entered into for coverage of former members of the retirement system and for other public employees in the state; and (3) that a supplementary state retirement program be enacted. The report was recommended by the Governor of Virginia in his address to the legislature when it opened its 1952 session. The NEA Research Department reports that the old Virginia retirement law was repealed; a social security enabling act was passed; and OASI agreement was concluded; and teachers were given social security coverage. The legislature acted upon the supplementary retirement plan on February 25.

In Wyoming, a legislative committee also concluded its study with a recommendation that the retirement laws be repealed and their members covered by social security. Since the Wyoming legislature does not meet normally in even years, the Governor suggested a special session in 1952 so as to be able to take advantage of the retroactivity date in the federal law. (Agreements signed before January 1, 1953, may provide for retroactive coverage to January 1, 1951, thus increasing benefits.) The Governor decided to delay the call of a special session until he could examine the attitude of members of retirement systems. A poll was to have been made in January, was postponed until later. The possibility of amendments of the retroactivity date in the federal law may make a special session in 1952 unnecessary and other amendments may obviate the necessity of repealing state retirement laws in order to obtain OASI coverage.

The State Employees Association of Mississippi has sponsored legislation that provides for combined OASI and state retirement coverage. By amendment during the legislative process, teachers were included in the same plan.

In its Special Bulletin No. 76, December 13, 1951, the NEA Research Division reported that five social security bills of interest to public school employees were introduced in the first session of the 82nd Congress. These bills were of three kinds:

1. As supplement to State retirement. In an effort to coordinate certain retirement systems with social security

provisions, the bills of Senator Wiley and Congressman Byrnes of Wisconsin (S 1670 and HR 5173) would permit the inclusion of positions now covered by state or local retirement systems under the Old Age and Survivors' Insurance Act (OASI), provided the state or locality had a law or ordinance in effect on January 1, 1950, making such retirement system supplementary to social security.

2. As a general extension of social security. Somewhat different from the referendum provisions originally proposed in HR 6000 in 1950 are bills of Congressman Hays of Arkansas and Congressman Elliott of Alabama (HR 4411 & HR 4822). They would permit extension OASI benefits to public employees presently covered by a state or local retirement system after the employees by written referendum and secret ballot have voted in favor of social security coverage.

3. As special extension for college groups. HR 5604, introduced by Congressman Rogers of Colorado, would make an exception of college and university employees from the exclusion (i.e., Section 218-d) written into the social security amendments of 1950. There appears to be considerable interest on the part of college and university employees in social security coverage.

According to NEA Research Division's December 13, 1951, report, the college group will seek what may develop into the first breakdown of the exclusion amendment. If the question is raised, the NEA believes the whole amendment (Section 218-d) excluding positions covered by state and local retirement systems may be rewritten, possibly in line with the Hays and Elliott bills.

A later NEA Research Division memorandum (February 1952) reports that no action has been taken on any of these bills and it is predicted that no social security hearings are likely to be held before election time this fall. However, it is probable that this fall or winter Congress will give some consideration to amending this part of the Social Security Act. The only social security legislation that is expected to pass immediately consists of: (1) raising the benefits by \$5 a month; and (2) making the date for retroactive coverage January 1954 instead of January, 1953. These two pieces of legislation are administrative measures that were expected to be enacted in the spring of 1952.

CONCLUSIONS BASED ON NEA RESEARCH DIVISION ANALYSIS

In presenting her report on conditions and trends regarding social security legislation, Dr. Madaline Kinter Remmlein in appearing before the annual meeting the National Council on Teacher Retirement concluded with the following statements: (2)

"Because of the social nature of OASI, integration of its benefits with the benefits of a teachers' retirement system is difficult. We should not jump to the conclusion that the first integration formula tried out for teachers is necessarily the best plan that can be found. Integration is possible but it necessitates a recognition of a different philosophy than the underlying principles of teacher retirement.

"Under OASI no one gets less than his own contribution will buy. The lower paid and older workers get more than their contributions will buy. What happens is that the employer's tax goes primarily to the lower paid and to the older workers, while the younger higher paid employees get little out of their employer's tax. This is very different from accepted principles of teacher retirement where each member receives an allowance based upon his contributions and the contributions of the state or his employer on his behalf. The difference exists, but, to a lesser degree, in a fixed allowance related to salary and years of service.

"Therefore, in any proposal for an integrated system it is necessary to consider the age and salary level of the employees to be integrated. Numerous methods of adjusting the contributions and benefits for integration are possible. One method may fit one system better than another method, while a different method would be better suited to a different system, dependent not only upon the type of retirement system that is operative before integration is contemplated, but also upon the age and salary level of the members. I say this because I was concerned to discover within the last day or two that the plan to be proposed in Mississippi is essentially the Virginia plan. It would be tragic if that plan swept the country without consideration of other plans that might possibly be better.

"Many plans of integration will provide equal or better benefits for the older members who retire within 10 or 20 years after an integrated system is established. Under many schemes, the cost to employers or to the state will be reduced at least for the early years of an integrated program. One of the difficulties is working out a plan that

will pay equal or better benefits 30 years from now for the members who are presently young.

"If amendment to Section 218-d of the Social Security Act is to be planned or accepted as inevitable, the National Council on Teacher Retirement should accept the responsibility for an intensive study of possible methods of integrating typical teacher retirement systems of various kinds so as to present to the profession a statement of goals that it can strive to achieve for the most equitable possible type of integration. The Council has the duty of leadership in pointing out dangerous features to be avoided and desirable features to be sought. If the Council

accepts the challenge, it may be possible to maintain a substantial part of the existing teacher retirement systems. If the Council does not lead out in the next few months, then teacher retirement will be buffeted about by winds from many directions and the destructive effect will be far reaching.

"The point of view of the NCTR or of the Research staff is not necessarily the official policy of the NEA. However, there is developing considerable belief that Section 218 (d) needs reconsideration. This study is now going on in the Legislative Committee of the National Council on Teacher Retirement, the NEA's agency on retirement problems."

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(2) See editorial note page 5.

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Sick Leave Survey Completed by The CTA Research Department

For the first time in the history of the state, exact information is available on the incidence and cost of sick leave in California school districts. A survey conducted by the CTA Research Department in the spring of 1952 provided data and information on the following:

1. The total and per-teacher cost of sick leave for 1950-51;
2. The cost of sick leave per school level;
3. The incidence of bereavement leave;
4. Budgetary practices in providing for sick leave;
5. Policies of administering sick leave;
6. Methods of acquainting employees with sick leave regulations;
7. Methods and rates of paying substitute teachers; and
8. Utilization of sick leave by certified personnel, shown by type and size of school district.

The survey has been completed and has been distributed to California schools. The study appears in CTA Research Bulletin No. 46 entitled, "Sick Leave Policies and Practices in California School Districts, 1950-51." A more detailed report on the findings of the survey will appear in a later issue of the CTA Journal.

CITIZENSHIP DAY, which replaces I Am An American Day, will be observed nationwide on September 17, concurrent with the opening of the NEA's seventh national conference on citizenship in Washington, D.C.

AMERICAN CITIES spent less per school child last year than for either of the two preceding years in terms of uniform purchasing power. This reduction occurred in the face of a rise of the nation's income after taxes of \$55 per person. Earl James McGrath, U.S. Commissioner of Education, called the curtailment in education a shocking condition.

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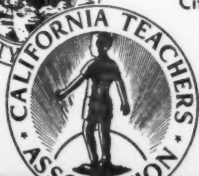
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If Not Paid For By Whom Financed?	Finance Co.'s Address: No. and Street				
City	Zone	Collision Losses In Past Year: \$	Other Losses: \$		
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DR. DOUGLASS DIES

Dr. Aubrey Augustus Douglass, associate superintendent of public instruction for the State Department of Education since 1947, died May 7. Born in Kansas in 1887, he was a leader in education for 40 years. His responsibility as chief of the division of state colleges and teacher education won wide respect. Formerly superintendent of school at Modesto, he had also taught at Washington State College, Harvard University, and Claremont Colleges.

CALIFORNIA PTA LEADS

California has 1,033,602 members in the PTA out of a national total of 7,219,165, according to the July edition of National Congress Bulletin. Next in line is Ohio was 463,934 members.

TEACHERS CONTRIBUTE TO PROGRAM OF CARE

Elementary Teachers Association of Los Angeles in March netted \$650 in a CARE collection, sent 65 packages to children in South Korea. George Washington high school in San Francisco cooperated in a paper drive in May and raised \$400 which sent 20 food packages to high school students in Europe and 20 to Korea.

Most of the CARE campaigns in California were student-teacher drives. Among Los Angeles contributions were Garfield high school \$1000, Jefferson and Belmont high schools \$300, Carpenter elementary school \$80. Santa Monica high school raised \$800 for needy European children; Alameda's Lincoln School \$40.

Donations are usually designated for various types of packages to a specific country. Food and textiles may go directly to an individual or group or to schools and orphanages. Books may be designated under the UNESCO-CARE program.

CARE literature describing people and conditions where aid is given is available. Representatives of CARE arrange for delivery of letters from recipients to donors.

Teacher clubs wishing more information on the CARE program are invited to write George C. Andrews, director, CARE, 444 Market Street, Room 411, San Francisco 11.

More About Initiative

(Continued from page 9)

taxes be cut to the bone, only the State constitutional guarantee could be relied on to keep our schools open.

COST. All State fiscal experts have estimated that Proposition 2 will raise annual State costs by from 65 million to 75 million dollars a year.

Although the Amendment provides for additional State support of \$60 per child above the present constitutional support figure, the actual increase would be about \$33 per child, as legislative

appropriations for special school services, transportation, growth, etc., have increased the existing support figure to approximately \$147. Based on an anticipated school population of 2 million, the cost at \$33 per child would be 66 million dollars.

STATE FISCAL PICTURE. It is entirely possible that increased State support proposed under Proposition 2 can be financed from existing State revenues. Despite dire predictions to the contrary each year by the office of the Legislative Auditor, large general fund surpluses have been accumulated in the State Treasury each year for the past five years.

Current budget estimates that have been used by the Legislative Auditor for the year 1953-54 (when Proposition 2 would first be in operation) project "expected" and "normal" increases in State expenditures, but treat State revenues as static. Actually, State tax revenues have increased sharply each of the past several years, a not surprising situation in view of healthy business conditions and steadily increasing population growth.

In the final analysis, it is probably not germane whether or not an increase of perhaps one-half cent in the sales tax rate may some day be necessary. The need exists; the issue is whether the need will be met at the State level, through the broader State tax base, or at the local level, where it can only be met through sharply increased taxes on the already overburdened homeowner.

HOW THE MONEY WILL BE SPENT. The increased State aid under Proposition 2 will be used in various ways by individual School Boards according to the needs and problems of the individual districts. In some cases, particularly in districts where salary schedules are not competitive, money will be available for increases in teachers' salaries; in other districts the additional funds will be used to increase the number of teachers and reduce over-large class loads. Some districts may find it advisable to expand various services. Doubtless a good many districts, particularly those where high permissive tax rates have been voted, may be in a position to reduce local taxes.

POSSIBILITY OF LOCAL TAX REDUCTION. The responsibility for the expenditure of school funds, both local and State, is a local matter. It rests with locally elected school boards.



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MISS CECILIA O'NEIL RETIRES

Miss Cecelia O'Neil, dean of girls at San Jose high school, retired in June after 44 years of teaching. Former editor of *El Padre*, official magazine of Santa Clara county teachers association, Miss O'Neil has been active in professional interests for many years. Over 300 admirers made her guest of honor at a farewell banquet.

ANDERSON ON LEAVE

Dr. Oscar Anderson, coordinator of the division of educational management of San Francisco City College and CTA consultant on public school finance, began a year of sabbatical leave this month. Mrs. Anderson, who teaches at Alameda high school, will also take leave. They will tour Europe for three months and on their return will continue special studies.

Practical New Help for Today's Art Teachers

A suggestion you may find interesting and useful

New Book that gives present-day psychological understanding of child's creative art efforts—increases joy of art classes for teacher and class.



1. I SAW A ROBIN by Helen age 6

1 Drawing out of proportion may not be faulty observation but merely depicting greatest interest. 2 Child's ability to express things grows with new experiences that move him. Not necessarily a fire but the zoo, a party or what to him is unusual. 3 To trace or copy, stifles but child grows by drawing from his imagination and life around him.

This new book called **MIND YOUR CHILD'S ART** is written in simple, down-to-earth terms. It shows the importance of even the earliest daubs to "grown-up" approach of adolescence. It is sympathetic to the problems of teachers already carrying a full program and also asked to teach



2. I SAW A BIG FIRE by Bill age 7



3. MY UNCLE JIM by Hector age 10

art. And in a way, it serves as a quick, fascinating little refresher course.

The author is Laura Bannon. Her book is the result of first-hand experience gained as Art Supervisor in Public Schools and as Director of Junior Department of the School of the Chicago Art Institute.

If Further Interested—**MIND YOUR CHILD'S ART**, described above; 64 pages; 7½" x 10"; over 100 illustrations, including 14 full color plates, \$2.75. At your bookstore or write the publishers, PELLEGRINI & CUDAHY, 41 East 50th St., New York 22, New York.

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Proposition 24 Material To Aid Campaign

When the nine-day special session of the Legislature adjourned August 12 aid for school construction had been referred to the voters in what will be known as Proposition 24 on the November 4 ballot. The measure will ask for \$185 million in school bonds for needed construction.

Since CTA members were already committed to support of the public schools fund issue—Proposition 2—detailed description of the two measures, the needs, and campaign procedure, were issued late in August. As the Journal went to press the literature was being prepared.

HORSEBACK VACATION

Shirley Goodell, high school science teacher at Greenville, Plumas county, and Joan Ainsworth of Oakland rode horseback from Greenville to Medford, Oregon, this summer. Averaging 15 to 20 miles a day, they completed the trip through the northern Sierras in six weeks. Equipment carried by a pack horse included tent, cooking utensils, and rifles.

CATA CITATION

Herman L. Diekman, Lodi high school, and George Tyler, Red Bluff union high school, were among six agricultural teachers chosen as Star Teachers for 1952 by the California Agricultural Teachers Association.

CRTA CONVENTION

With 5200 active members, California Retired Teachers Association reported growing membership at the 23rd annual meeting held June 17-18 in Santa Barbara. Warren C. Conrad presided. All but two of the 23 divisions in the state were represented. The October meeting will be held in Santa Cruz, February meeting in Long Beach.

DISCRIMINATION, RELIGIOUS STUDY

More universities in the South this summer admitted negro students for graduate and professional study, resulting from two U. S. Supreme Court decisions. The Court recently sustained constitutionality of a State's action in releasing children for one period weekly to permit them to attend religious instruction given outside by private teachers.

HEALTHFUL EDUCATION

Good health and balanced activity
prepare youth for citizenship

ROY E. SIMPSON, Superintendent of Public Instruction

HEALTH and the worthy use of leisure have long been recognized as cardinal principles of American education. In addition the rapid changes in our economic and social life of the past decade have left in their wake a demand for emphasis on human values

and personal relationships. Two world wars have left clear evidence of the need for a better understanding of the values derived from good health practices, from participation in a balanced activity program, and from recreation education that helps prepare youth for citizenship by providing them with skills and cultivated interests that give life more meaning and significance. The Bureau of Health Education, Physical Education, and Recreation, of the State Department of Education, assists the public schools of California in furnishing services and programs in these fields which are adapted to the needs of boys and girls of all grade levels. An important part of this assignment is concerned with the implementation and interpretation of the state legal enactments, statutory provisions which have recognized the importance of proper instruction and services in these areas of education.

Health Education, Physical Education, and Recreation are not synonymous, even though they share common objectives and bear a close relationship to each other. Some educators still harbor the illusion that the skillful use of the forward pass, the base hit, the field goal, and a good hard tackle constitutes a composite of the best outcomes from these three areas of education. A completed touchdown pass, as important as it may be to a community, makes no contribution to the physical well-being and recreational needs of a major portion of the student body. Physical education and recreational practices have sometimes developed without the help and guidance of health service personnel, and in some instances have contradicted best health practices. In such instances administration fails to integrate the constructive forces at its command.

The Educational Policies Commission¹ states this point of view on the inter-relationship of these three areas.

None of these programs can make its full contribution unless it is administered so that it affects the lives of all the persons connected with the schools.

The contributions of these fields are complementary. Health comes first. Without health, physical education at best becomes corrective work, and recreational activities are closely restricted. The

¹ A pamphlet published by the Educational Policies Commission, American Association of School Administrators, and the American Association for Health, Physical Education and Recreation, Departments of the National Education Association of the United States, December, 1945.

REAL PEOPLE

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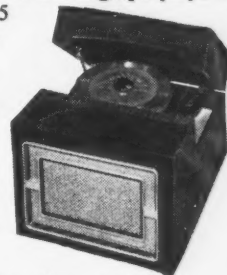


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schools first should attempt to assure health for the child, and then to enrich his life with appropriate physical education and recreation. The combined effect will strengthen other forces which make for growth and development.

Health Education

The health program in a modern public school is considered as involving six basic areas.²

(1) a healthful environment must be provided; (2) a health guidance program is essential; (3) emergency health conditions demand immediate care; (4) accu-

rate health information should be taught; (5) sound health habits and attitudes need to be established; (6) the exceptional child requires a modified school program.

Much of the procedure necessary to achieve these objectives of health education has been provided through legislative provisions and state board regulations.

The adoption of policies and the development of cooperative working relationships with various school and

community agencies have also contributed to the realization of these health objectives. With the assistance and support of a number of widely representative committees and groups in the state, the Bureau staff furnishes leadership in this important program. In addition to source materials and bibliographies of helpful literature, consultant services are provided and assistance is given in the organization and conduct of workshops and institutes.

Physical Education

Education through physical education is only successful when the selected activities and experiences are carried on with full regard to the values inherent in human growth, development, and behavior. The work of the Bureau staff is centered around the promotion and supervision of those experiences which help children develop and maintain maximum physical efficiency, develop useful skills in fundamental activities, games, and safety, conduct themselves in socially acceptable ways, and fully enjoy participation in a variety of wholesome recreational activities.

The California Education Code requires a minimum of 20 minutes daily of physical education in elementary schools. The Bureau staff has the responsibility of assisting county and school district staffs to plan and organize courses of study and instructional materials that will help the classroom teacher carry on an instructional program supplemented by recreational play. This is accomplished through workshops, teachers conferences, work with supervisors who assist the smaller groups of teachers, preparation of state guides, and appraisal and consultation services. Since much of the success of this kind of education depends upon proper facilities and equipment the Bureau staff works closely with the Office of School Planning and with school district personnel.

In the junior and senior high schools the Education Code requires a daily period of physical education equal in length to the usual academic period. In this instance the Bureau staff serves the public schools through county staffs and local administration by consultation, appraisal, workshops, clinics, demonstration meetings, and cooperative committee work with special instructors in the field. At the senior high school level physical education includes a wide range of competitive sports, intramural, extramural, and interscholastic. Careful evaluation by local schools is imperative. The tremendous impact of school spirit and social values that accrue from sports must be synchronized with wise

² *Health in Schools*. The Twentieth Yearbook of the American Association of School Administrators, February, 1942, p. 11.

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and appropriate planning to the end that every boy and girl will find opportunity for physical and social expression in the laboratory experiences of physical education and recreation. When one contemplates the latter, the total enriched curriculum of the secondary school is brought into play, since drama, art, music, crafts, and clubs are all integral parts of an educational program planned for the development of students' interests and abilities.

Recreation

In giving services to all grade levels in the field of recreation the Bureau staff works closely with other state divisions and units within the education division such as elementary, secondary, adult, and special education, and state and local organizations interested in youth. The proper interpretation and growth of this kind of service demands that the school community share in the planning and understanding of objectives and practices. So rapid has been the expansion of joint planning and co-operation that many new relationships have arisen between the school and the community. A statement that describes this concept is shown here.³

The school is a community leadership agency. Its vigorous leadership should be in evidence at the community level in all activities that have educational significance. But its most important responsibility in this field is leading the community to an understanding and awareness of the needs of its children and youth. Traditionally, schools have "washed their hands" of responsibility for youth outside of school hours, and some still do so. If and when their purpose becomes the improvement of American life, they may do so no longer. They become, instead, the principal community agency for the organization and development of all of the community's resources that can serve youth's needs. They assume initiative. They convince the community that its school plant should be used in the late afternoons and evenings, on Saturdays, and during the summer months.

The role of the modern school in physical education and recreation is described in the following statement:⁴

The participant in recreational activities requires a certain mental and physical equipment which can be improved through education. The development of the physical skills, strength, and agility necessary for participation in a variety of wholesome games and sports is an important aspect of education. The athletic and physical education programs of secondary schools and colleges are moving slowly and tardily toward a democratic basis which serves the entire group of students rather than being largely concentrated on a favored few individuals

³ American Association of School Administrators, *Schools for a New World*, Twenty-fifth Yearbook, Washington, D.C., 1947, p. 50. The association, a Department of the National Education Association.

⁴ National Education Association, *Educational Policies Commission, The Purposes of Education in American Democracy*, p. 63.

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who "made the team." This trend is wholesome; it should be accelerated and broadened.

The work of the Bureau of Health Education, Physical Education and Recreation is concerned with the development of more adequate safety education in all schools. Leadership is also being provided the rapidly expanding program of elementary and secondary school experiences in conservation, natural sciences, and outdoor education through camping education. This program takes groups of students into a natural laboratory environment and attempts to correlate new areas of

educational opportunity from outdoors to the classroom.

While the work of the Bureau concerns itself chiefly with the several fields of educational service described in this article, it is continually requested for additional services by counties and school districts needing specific assistance in these newer segments of education. California schools are awake to the need for added strength and planning in these areas of instruction, areas that make a real contribution to the intelligent and happy adjustment of children and youth.

TEEN-AGE COUNSEL NOW AVAILABLE IN BUREAU PUBLICATION

GUIDING the Adolescent is the title of a booklet issued by the US Children's Bureau and based upon the earlier publication which the late Dr. Douglas A. Thom composed. The original edition was conceived primarily for parents of adolescents. It found a large audience. Three-quarters of a million copies have been sold since 1933. That puts the book in the best-seller class and deservedly so. The 1946 edition, according to a Foreword by Oscar R. Ewing, Federal Security Administrator, has been revised "to bring it into line with our increased knowledge of teen-age children."

The new edition has been rewritten in the light of later research and experience; its scope is both wider and deeper. High school and junior college teachers will also find its well-informed and level-headed approach to counseling the teen-ager a reassuring, refreshing guide to normal growth and development.

Teachers will see some of these so-called "jitter-bug minded" boys and girls in a much different light. The book tells what adolescence is, what really happens in the bodies and minds of the growing teen-ager, how the adult can be a catalyst in the maturing process. Reading the book wipes out somehow any negative feeling of despair and the what's-the-use attitude which is likely to obtrude in one's mind when dealing with the variety of immaturity in the 12-to-20-year age group.

The chapter on "Attitudes Toward Sex" will be helpful to PTA study groups in clarifying some of the thinking on the current trend which favors healthy sex education during the teen-age period by means of films, illustrated lectures, and exhibits.

School administrators may derive profit from the chapter "Some Educational Pitfalls," in view of the fact that half of the young people who enroll in our public secondary schools drop out before graduation. "Children drop out of school," it is contended, "for many other reasons than lack of ability to cope with school work. A large number are influenced by their desire to come to grips with something more meaningful to them than the classes they are attending."

How to hold youth in school is a problem in educational guidance that concerns both the home, the school, and the community. Since only a small percentage of pupils are adapted to climb the academic ladder, a good deal of fundamental reorientation and reorganization on the secondary level is indicated. Indeed, to make the high school an

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independent unit in the educational hierarchy is advanced by progressive-minded educators.

Dr. Martha M. Eliot, the present Chief of the Children's Bureau, says that a new edition is in preparation and that it will be illustrated and made to appeal to a still wider audience.

"Guiding the Adolescent" has two particularly strong points: 1. It embodies sound psychological and social principles in language that the adolescent himself can read and understand. This feature will also save the time of the teacher whose spare time is limited by a heavy classroom load and extra-curricular activities. 2. Numerous brief case-studies give concreteness and vivify the principles under discussion.

Publication 225, Children's Bureau, Federal Security Agency, 1946, 83pp., Supt. of Documents, Washington 25, D.C., 25c.

— Review by Mrs. Ione Hansome,
Senior Problems Instructor,
Sanger Union High School.

MANY ADMINISTRATIVE CHANGES NOTED DURING SUMMER OVER STATE

PLACEMENT section of State CTA Office is authority for the following list of administrative changes made in California schools since January. Director Mabel Taylor reports these notes are incomplete and additional names will be published next month.

LUCAS, JOHN C., formerly principal of Los Molinos High School, was elected superintendent of the Westwood Unified School District. (Succeeded by E. J. Allen.)

TWIST, DWIGHT E., formerly assistant superintendent in charge of education for the San Joaquin County Schools, was elected superintendent of the Petaluma City Schools.

BURCELL, HARRY J., formerly vice-principal of the Loomis Union Elementary School, was elected district superintendent of the Mt. Shasta Union Elementary School District.

FENNO, DANIEL J., who was elementary district superintendent at Mt. Shasta, took a position with Placer County Schools office. (Succeeded by H. J. Burcell.)

FISHER, MAX J., formerly principal of the Wheatland Elementary Schools, was elected district superintendent and principal of the Wheatland Union High School. This is the first time the high school has had a district superintendent.

MARTIN, JACK JAMES, superintendent of the Middletown Unified School District in Lake County, will succeed James G. Bunker as superintendent of the Red Bluff Union High School. (Succeeded by George Weekes.)

ARLETT, GORDON, who was Placer College dean of men and registrar, has been elected district superintendent and principal of the Roseville Joint Union High School.

YOUNGBLOOD, HAROLD B., formerly elementary principal at Vacaville, has been elected district superintendent and principal of the Vacaville Union High School, replacing Lemoine E. Williams, who resigned.

SCHOENFELD, HAROLD, a member of the administrative staff of the Alameda County Public Schools for the past seven years, has been elected superintendent of the Decoto Elementary School District.

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SPIERING, E. J., formerly district superintendent at Brentwood, will be the superintendent of Rodeo Elementary School, replacing John B. Vasconcellos.

POE, DELWIN, who has been principal of the Mt. Shasta High School for five years, has resigned to take the superintendency of Duns-
muir Joint Union High School. He succeeds John L. Glaese, who is taking a similar position in Sonoma. (Succeeded by John Munt.)

PRICE, CHARLES K., for 24 years superintend-
end of Orland Elementary Schools, has been
appointed superintendent of the Orland Joint
Union School District (both Elementary and
High School).

MCPHERSON, H. M., superintendent of the Napa
Union High School District, has been given a
second school superintendency by the Napa
Elementary School District school trustees. He
has been named head of the city school system,
succeeding Miss Irene Snow, retired. Miss
Snow, city superintendent since 1936, ended
her administrative career on June 20.

LINSLEY, GEORGE, formerly elementary princi-
pal at Dixon, was elected superintendent of
the Roseville City Schools. (Succeeded by
W. E. Alfson.)

GLAESE, JOHN L., who was superintendent of
the Dunsmuir Joint Union High School, was
appointed superintendent of the Sonoma Valley
Union High School District.

RODERICK, DONALD M., formerly assistant
superintendent, has been appointed city super-
intendent of Alameda Schools, replacing Wil-
liam G. Paden, who retired.

FORRY, KENNETH M., formerly principal and
district superintendent of the Sonoma Valley
Union High School District, was appointed
elementary superintendent of the San Anselmo-
Kentfield-Fairfax School District.

COBB, W. KIRKPATRICK, formerly superin-
tendent of the South Bay Union High School
District at Redondo Beach, was elected super-
intendent of the Woodland City Schools,
replacing Walter C. Patchett, who resigned.

BURRELL, CLARENCE, formerly city superin-
tendent of the Petaluma City Schools, will go
to San Leandro as city superintendent of the
new unified district.

CALDWELL, CLAY, who was principal of the
Hennessy Elementary School at Grass Valley,
was elected district superintendent of the
Grass Valley Elementary Schools, which was
formerly under the jurisdiction of William M.
Wilson. MELVILLE O. JOHNS, instructor in
Grass Valley High School, was appointed prin-
cipal of the Hennessy Elementary School suc-
ceeding Clay Caldwell.

WILSON, WILLIAM, Grass Valley school super-
intendent, was named superintendent and
principal of the newly-formed Western Nevada
County Union High School District. The dis-
trict embraces 18 elementary districts of west-
ern Nevada County and the Grass Valley and
Nevada City High Schools. It includes all of
the county west of the Sierra Nevada summit.

FOREMAN, BRUCE, formerly district superin-
tendent and principal of the Nevada City
Elementary Schools. The Nevada City and
Grass Valley High Schools are expected to con-
tinue in their present buildings for another two
years until a modern union school plant can
be approved in a bond election.

BUNKER, JAMES G., formerly superintendent of
the Red Bluff Union High School District, was
elected superintendent of the Coalinga High
School District, replacing Robert C. Titus.
(Succeeded by Jack Martin.)

HOLLIS, VIRGIL S., who was principal of the
Montecito Elementary School at Martinez, was
elected superintendent of the Sierra Plumas
Joint Unified School District at Loyalton. (Suc-
ceeded by Marcus Davis.)

HASKELL, EUGENE R., who was superintend-
ent of the San Lorenzo Valley High School
District at Boulder Creek, has been appointed
superintendent of the newly-formed San Lo-
renzo Unified School District.

PARODI, STEPHEN, formerly principal of the
Tamalpais Park School at Mill Valley, was ap-
pointed district superintendent of the Ross
Elementary School.

WEEKES, GEORGE, dean of boys and assistant
coach at the Santa Rosa High School, will
succeed Jack J. Martin as superintendent of
Middletown Unified Schools.

BORTOLAZZO, JULIO L., a native of Santa
Barbara, California, and formerly superintend-
ent of schools at Oswego, Clackamas County,
Oregon, has been elected president of Stockton
College, at Stockton, California.

WAHLQUIST, JOHN T., who has been dean of
the School of Education at the University of
Utah, Salt Lake City, since 1941, was elected
president of the San Jose State College.

LOVE, MALCOLM A., who has been president of
the University of Nevada at Reno since 1950,
has been elected president of the San Diego
State College. Love succeeds Walter R.
Hepner, who is retiring.

PLATTE, CHARLES DEGROFF, has been ap-
pointed secondary coordinator in the San Diego
County Schools.

WOOD, MISS ADA, has been elected dean of
girls at the Jefferson Union High School, Daly
City.

SCHMANDT, ROY R., formerly director of guid-
ance, child welfare and attendance for the
Mariposa County Schools, was elected super-
visor of child welfare and attendance at the
Mt. Diablo Unified School District.

BOSTWICK, ALAN, who was principal of the
Corning Union High School, will be principal
of the Sequoia Adult and Summer School,
Sequoia High School, Redwood City. (Suc-
ceeded by William Mace.)

BERGEN, GEORGE A., who was administrative
assistant and principal of Analy Evening
School, Sebastopol, will be principal of the
Tahoe-Truckee High School, Truckee, Califor-
nia. (Succeeded by Francis D. McKinley.)

ALLEN, ERLE I., who was principal and district
superintendent of the Loyalton High School,
will be principal of the Los Molinos High
School. (Succeeded by Virgil Hollis.)

LEHFELDT, ELDOR H., formerly principal of
the Upper Lake Union High School, has been
elected principal of the Leggett Valley High
and Elementary Schools at Cummings, Califor-
nia. (Succeeded by Clifton King.)

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McKINLEY, FRANCIS G., formerly superintendent of Dunkerton Consolidated School at Dunkerton, Iowa, has been elected principal of Analy Adult School and administrative assistant of the Analy Union High School at Sebastopol.

THEILER, ROBERT, who was dean of boys and director of attendance at the Oakdale High School, has been appointed to the position of vice-principal of the Elk Grove High School.

MUNT, JOHN CHARLES, JR., who was superintendent of schools at Ft. Calhoun, Nebraska, before he resigned in 1950 to take advanced work at Stanford University, has been elected principal of the Mt. Shasta High School.

RUDHOLM, MELVIN, who was district superintendent of the Pixley Union School District, has accepted the principalship of the Parlier Union High School, Parlier, California.

SMITH, GEORGE W., formerly vice-principal of the Fowler Union High School, was elected assistant superintendent of the Analy Union High School at Sebastopol.

MACE, WILLIAM R., formerly superintendent of the San Dieguito Union High School District at Encinitas, California, was elected principal of the Corning Union High School.

MASON, BEVERLY, who for the last several years was head of the trade and industry department of Oakland Technical High School, succeeds J. A. Russell, resigned, as principal of the Orland High School.

McDONALD, CARL, who was principal of the Walter Colton School at Monterey, was promoted to the principalship of the Monterey High School.

LAWRENCE, JOHN D., formerly secondary coordinator in the office of the Los Angeles County superintendent of schools, has been elected to the principalship of the Woodland High School.

KING, CLIFTON, formerly principal of Tahoe-Truckee High School, was appointed to the principalship of Upper Lake Union High School, replacing Eldor R. Lehfeldt.

JEROME, VINCENT B., formerly boys' advisor, Cleveland High School in the Seattle City Schools, was elected vice-principal of the Woodland High School.

CLAYPOOL, VINCENT, who was superintendent of dependent schools, Japan-Air Defense Force, 1949-1952, and formerly regional director, State Commission on School Districts, 1948-1949, was elected principal of the Sequoia High School at Redwood City.

CRAFT, PHILIP M., formerly elementary principal at Corcoran, was appointed principal of the Greeley School in Bakersfield.

MUCEUS, HENRY S., formerly principal of the Summerville Union High School at Tuolumne, was elected elementary principal in the Madera School District.

LeVEQUE, CHARLES, formerly principal of the Plymouth Elementary School, was elected principal of the Orick Elementary School.

KELLY, PAUL E., formerly principal and superintendent of the San Juan Elementary School at San Juan Bautista, was elected principal of the Klamath-Union Elementary School, Klamath, California.

HARRISON, GORDON, an elementary teacher in the Richmond City Schools, will be vice-principal of the Corcoran Elementary School.

HARMON, HOWARD C., was superintendent of Morongo Elementary School District at Twentynine Palms, resigned to take an elementary principalship in the Whittier City Schools.

DAVIS, MARCUS, formerly director of audiovisual aids in the Napa County Schools, was elected principal of the Montecito Elementary School, Martinez School District.

BRYANT, JOHN, who was administrative assistant of an elementary school in Pittsburg, California, was promoted to principalship of the Elementary School in the same district.

ALFSON, H. E., who was vice-principal of the Woodland High School in Yolo County, was elected principal of the Dixon Elementary School, to succeed George Linsley. Succeeded by Vincent Jerome.

DAVEY, FRANK R., formerly a teaching vice-principal at the Brookside School, San Anselmo, has been appointed teaching principal of the Loma-Prieta Joint Union Elementary School District.

DAYTON, BENJAMIN, formerly a graduate assistant at Oregon State College, Corvallis, has been elected to a principalship in the Monterey Elementary Schools.

LeFEVRE, FRANKLYN, formerly with the Brentwood Elementary School District, was appointed principal of the Byron Elementary School.

COLBY, H. WESTEL, a teacher in the Tulare High School for the past six years, has been appointed a supervising principal in the Tulare City Schools.

CLOSE, V. DEAN, formerly principal of the Loma Prieta Joint Union Elementary School at Los Gatos, will be principal of the Lassen View Elementary School in Tehama County. (Succeeded by Frank Davey.)

ZONES, SAM, who was an instructor and guidance director at the Bret Harte High School,

Angels Camp, was elected principal of the San Andreas Elementary School.

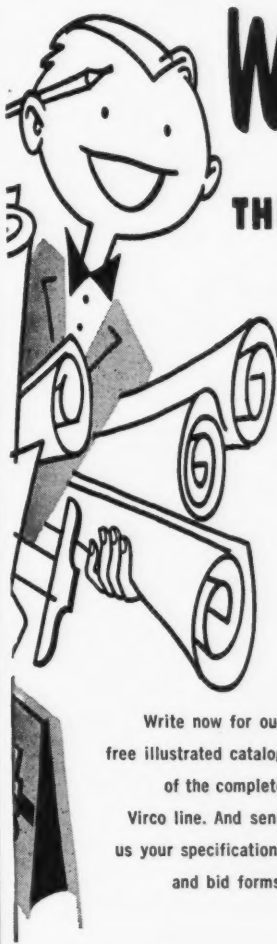
SUGDEN, JOHN, who has been a teacher in the Dixon Elementary School for the past two years, has been appointed principal of the Esparto Elementary School in Yolo County. He succeeds Frank Lovoi.

RANGE, EDWARD E., formerly principal of the Caruthers High School in Fresno County, was elected principal of the Arden School in Arden-

Carmichael Union Elementary School District, replacing Richard L. Corbin. (Succeeded by Claude D. Ellison.)

NIXON, ARNE, a teacher in the Tulare Schools for the past two years, has been appointed principal of the Wilson School in Tulare.

ELLISON, CLAUDE D., formerly vice-principal of the Lone Star Union School in Fresno County, elected principal of the Caruthers High School.



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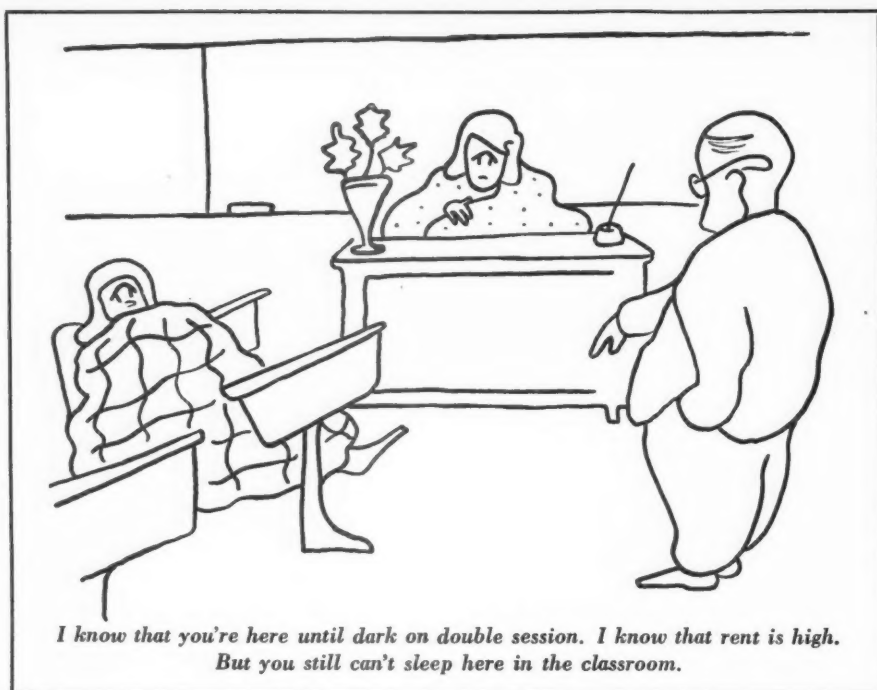
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the study of past elections. Useful in any grade studying Social Science or American History.

2a. The Case for the "Ten-Twenty" is more than a brief for the American Seating Company's newest desk with level, 10° and 20° top positions. This booklet includes a quick summary of the Studies of the Texas Inter-Professional Commission on Child Development, which showed that children in thousands of classrooms are being exposed to glaring or insufficient light and to harmful posture with attendant visual focusing problems. Included also is a list of reference books related to lighting, seeing, seating, posture and child development. (American Seating Co.)

3a. Growing Up and Liking It—a 29-page booklet on menstruation . . . designed for use among girls 12 to 18 years of age. The presentation and explanation of menstruation is done simply, clearly, and naturally, with attractive illustrations and

CASSA AT LOS ANGELES IN FEBRUARY

California Association of Secondary School Administrators will be host to the 37th annual convention of National Association of Secondary-school Principals at Hotel Statler, Los Angeles, next February 21-25. Robert E. Kelly, Eagle Rock High School, is general chairman. Harold B. Brooks, Long Beach, is executive secretary of CASSA.

SUPERINTENDENTS TO CONFER

Functions of the superintendency within the theme "Charting Our Course of Action" will be studied at the seventh national conference of county and rural area superintendents to be held at the Hotel New Yorker, NYC, October 12-15.

anatomical diagrams for clear comprehension. A free copy for each girl in class. (Personal Products Corporation.)

4a. The Genie Story is a 16-page full-color booklet in which a Genie helps a boy prepare for a school assignment by taking him on an exciting journey to discover the many parts coal plays in our daily lives. (Bituminous Coal Institute.)

"You're a Young Lady Now" and "Very Personally Yours" are two free booklets on menstruation for all age groups.

5a. You're a Young Lady Now is especially prepared for girls 9 to 12. Written at the language level of these girls and covers only material of interest to them.

6a. Very Personally Yours is an accepted help for girls in Junior and Senior High School. Praised by teachers, nurses, parent and church groups for accuracy, good taste, clarity. Indicate number desired for classroom distribution. (International Cellucotton Products Company.)

7a. Setting Up Criteria for the Selection of Filmstrips, written by Dr. Irene F. Cypher of New York University for the current issue of *Visual Review*. A compact statement on points to consider in selecting and using filmstrips as teaching aids. Valuable to every teacher who uses visual aids. (Society for Visual Education.)

11a. Teachers' Manual for the 25th Annual Standard School Broadcast Course, "The World's Music in America" describing the world's music in America and listing each of the 26 lessons in the series with correlations and music references for each. A 21" x 29" Music Chart showing the instruments in a symphony orchestra is included with each Manual. (Standard Oil Company of California.)

12a. Folder in 4 colors on Phoenix, Arizona, as a vacation center. Whether the trip is planned for a few days or week, this folder will be a guide on things to see and do. (Phoenix Chamber of Commerce.)

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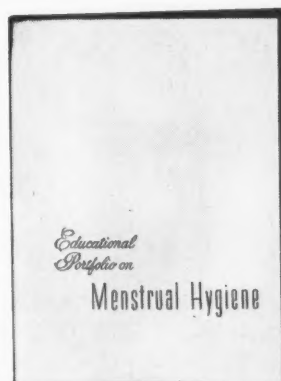
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